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ABSTRACT

This final report describes a project that identified the core components of a model program for the delivery of career guidance and counseling to all students at grades 7-12 and then developed and implemented the program. Project activities included selection and use of an advisory committee, provision of inservice training, program development, and development and validation of guidelines for the model program. Appended to the brief report is the project's implementation and resource manual entitled "A Texas Guide to Career Development Guidance Programs." The manual, which comprises most of this document, is designed to assist local district and campus personnel in developing, improving, or expanding a career development program that is developmental by design and includes sequential activities with identified resources and a full range of program activities. The manual is organized in four sections. The introduction provides definitions and program purpose, rationale, philosophy. The program model describes program content, presents a detailed listing of student competencies with performance indicators, and discusses program structure and processes. The implementation guide is a planning tool that provides the details necessary for local district/school planning procedure to begin a program of career development guidance. The appendix has two parts: a set of planning procedural charts and information and a resource listing. (YLB)

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FINAL REPORT

IDENTIFICATION AND IMPLEMENTATION OF A CAREER GUIDANCE AND COUNSELING MODEL FOR SMALL DISTRICTS

Sheri K. Lang

Sponsored Cooperatively by
Texas Education Agency
And
Denton Independent School District
June 30, 1990

Project Number: 380/05/31/89-042

CE 059 264

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PROBLEM AREA

The stated purpose of this project was to identify the core components, develop, and implement a model program for the delivery of career guidance and counseling to all students at grades 7-12, as identified in Career Development Strategy 1-E, Goal 1 of the Master Plan for Vocational Education as requested in RFA PD-08. The National Career Counseling and Development Guidelines developed by the National Occupational Information Committee (NOICC) provided the background research and validation for the project. This project was designed to meet the growing need for comprehensive, sequential career guidance programs in the state of Texas.

GOALS AND OBJECTIVES

Specific objectives of the research project were:

1. To develop a secondary (grades 7-12) implementation model program which will increase career guidance activities for all secondary students within a school district utilizing the National Career Guidance and Counseling Guidelines, that includes but is not limited to the following:
   a. student competencies and indicators;
   b. processes and related activities which facilitate student achievement of the identified competencies;
   c. support processes, activities, and services that address the career development needs of special needs students and at-risk students including communication links with all secondary and postsecondary educational and community resources;
   d. procedures for involving all educational, community, and/or postsecondary institutional resources in the achievement of the identified competencies;
   e. procedures for implementing the secondary model on the local level; and
   f. an evaluation component to determine the effectiveness of the program.
2. To provide at least one inservice for training the project advisory committee to be conducted by a trainee of the National Career Development Guidelines project staff, as identified by Walton Webb, National Occupational Information Coordinating Committee (NOICC) Coordinator, Suite 156, 2100 M Street, N.W., Washington, D.C. 20037; and
3. To develop written strategies and activities for the professional development of teachers and counselors on the local and state level.

PROCEDURES

The project investigator, Sheri K. Lang, was responsible for completing the stated objectives of the project. She is a Texas Education Agency certified professional counselor, professional vocational counselor, and secondary English and Psychology teacher. She is also a Texas State Board of Examiners of Professional Counselors Licensed Counselor (License Number: 09573).

The project investigator completed the following tasks to achieve the project objectives:

1. **Select and utilize a Project Advisory Committee with membership representing business and industry, general education, vocational education, local guidance and counseling practicioners, counselor educators, parents and students, minorities, persons knowledgeable of at-risk and special needs students, higher education, and the Texas Education Agency Director for Vocational Guidance Counseling Programs** (see Appendix A, page iii).
The Project Advisory Committee provided technical assistance and input for program planning, program implementation, and program evaluation. The members were selected because of their knowledge, expertise, and experience. Their willingness to serve and share their ideas greatly enhanced the project. In addition, their willingness to serve on the various work groups throughout the school year provided invaluable assistance.

2. **Select, orient, and provide inservice training for Project Staff, Project Advisory Committee and other local personnel participants.**
The Principal Investigator completed several activities to accomplish this second task.
a. She oriented the Project Staff during the July 12 meeting.
b. During the annual August district inservice, she presented orientation sessions to the vocational teachers, the secondary librarians, and counselors. Dr. DeHart, Project Staff member, directed orientation letters to all staff members on all three campuses who would be involved in the implementation. She held awareness sessions with Denton I.S.D. secondary principals and assistant superintendents on November 14.
c. The Project Investigator organized inservices related to the project development throughout the year. She conducted an indepth inservice to explain the NOICC guidelines with secondary counselors on November 30. Secondary staff members attended a Guidance Information System demonstration on November 13. A SOICC representative summarized services and materials available from the Texas SOICC on December 15. Mary Hendrix, Director of the Educational Development and Training Center at East Texas State University provided

career education curriculum ideas to teachers at an in-lieu inservice on December 12.
d. The Project Advisory Committee attended a training inservice session on November 15. The Texas Education Agency Director of Vocational Guidance and Counseling presented the project goals and the national guidelines. The session included training following the NOICC training guidelines.

3. Design and develop the model program of career guidance and counseling (see Appendix A).

4. Design, develop, and validate guidelines for a Career Guidance and Counseling Model for Small Texas Districts (see Appendix A).

5. Prepare and submit reports.
The Project Investigator provided quarterly progress reports to Robert S. Patterson and other Texas Education Agency personnel on or before the reports were due.

RESULTS AND ACCOMPLISHMENTS

1. The quality of the career guidance program was improved because of the knowledge and skills gained by the district personnel involved in the project.

2. The guidance needs of the secondary students were better met at the local level. The results of the students guidance needs surveys served as a catalyst for the annual campus action plans and related guidance activities.

3. The personnel who participated in the project gained an increased awareness and understanding of:
a. the stated career guidance student competencies provided by NOICC;
b. how to plan, organize, and implement a quality career guidance program;
c. how to meet the career guidance needs of all students;
d. nontraditional careers; and,
e. the competencies necessary for school counselors to successfully implement a career guidance program.

4. Secondary counselors gained an understanding of the importance of integrating all three goals of the guidance and counseling program; i.e., career, educational and psychosocial.

5. The project provided career guidance materials to update the four Career Centers in the district with the latest videos, computer software, and reference materials.

6. The project stimulated career guidance activities at a local level. The first annual Career Day was held at Denton High School, the first annual Career Week was held at Calhoun Junior High, and Strickland Junior High counselors provided career and educational planning for the first time. Teachers and counselors provided career guidance activities to the students throughout the year. The Campus Action Plans for 1990-1991 provide for a continuation and further development of these activities.

7. All eighth and ninth grade students received Course Planning Bulletins developed as part of the project.

8. The project stimulated career guidance activities at a state level. The T.E.A. Director of Vocational Guidance and Counseling and other members of the project advisory committee presented information about the project at various regional and state conferences.

9. Quarterly Progress Preports were provided to Robert S. Patterson and other Texas Education Agency personnel on or before the date the reports were due.

10. A final comprehensive report was provided to Robert S. Patterson and other Texas Education Agency personnel on or before June 30, 1990.

EVALUATION PROCEDURES AND FINDINGS

The evaluation plan included internal and external evaluation to insure quality control for the project. The internal evaluation plan included communication between the project staff members and staff meetings to examine procedures, time schedules, and overall progress of the project as related to the stated objectives of the project.

The Project Advisory Committee, including the T.E.A. Director of Vocational Guidance, provided external evaluation of the project from the beginning through the completion of the project.

CONCLUSIONS AND RECOMMENDATIONS

The purpose of the NOICC career guidance guidelines is to stimulate career guidance activities. Career Strategy 1-E of the Master Plan for Vocational Education also stresses increased career guidance activities. Planning, developing, and implementing a career guidance model at the local level has accomplished this purpose.

Recommendations:

A. When making decisions concerning the specific forms required for implementation; such as the student needs survey, keep them as short and simple as possible.

B. Copies of the Texas Career Guidance Model and training sessions should be made available to all school counselors.

C. Any change takes time, but especially changes in attitude. To successfully implement any new program, public relations work is vital.

D. Conduct a pilot project on the career awareness knowledge of a group of students who have participated in career awareness programs. Compare the students' knowledge before and after career guidance activities. Preference should be given to conducting the pilot with younger students so the results could effect change in academic/career counseling before high school choices are made.

The objectives of the project were met, the activities to accomplish the objectives were met, the planning procedure, time line, etc. were met, and the requirement for Quarterly Progress Reports and the Final Comprehensive Report was met.

Signature of Project Director

6/30/90

Date

APPENDICES

APPENDIX A

TEXAS

CAREER

GUIDANCE

MODEL

A special thanks is extended to James Burrell, an Advertising Design student at Denton High School, for the cover design of this document. The instructor of Advertising Design is George Cadell.

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A TEXAS GUIDE
TO CAREER DEVELOPMENT
GUIDANCE PROGRAMS

AN IMPLEMENTATION AND
RESOURCE MANUAL

1990

The funding for the development of this manual was provided through a grant contract with the Texas Education Agency (Project Number: 380/05/31/89-042). For more information concerning this manual contact the Agency at the following address:

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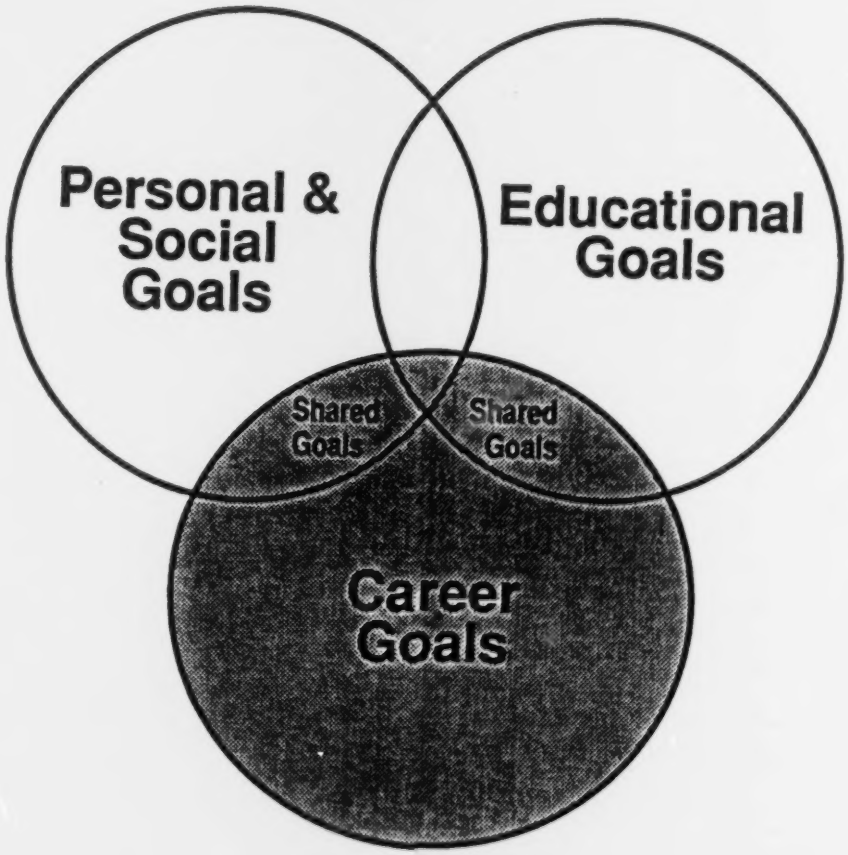
National Guidelines
Comprehensive

Program Model



INTRODUCTION

INTRODUCTION

Texas' committment to provide an educational system, wherein all students will develop essential skills that will enable them to live and work in a changing future, emphasizes "the need for strong academic foundations, awareness of a broad range of career opportunities, and occupationally relevant education appropriate for the Texas economy of the 21st century." The acquisition of these skills will enable all students graduating from Texas' public schools to enter a career and/or to continue their education at a postsecondary technical school, community college or university.

Recent national developments have focused on the need to redefine the structure of traditional school guidance "services" from a supportive, crisis-oriented, quasi-administrative group of services to a comprehensive developmental guidance and counseling program which is proactive, preventive, goal-oriented, planned, and accountable. Such an educational program includes a strong career development and planning component which addresses the needs of Texas young people and adults for a program of activities and services to teach them how to identify, understand, and act on their career needs.

Career development has become increasingly important in recent years. Today an individual's life is affected dramatically by career decisions. Because of the economy, technology, and new attitudes of employers and employees, career development is looked upon as a life-long process. Successful career development begins in kindergarten and continues throughout one's life with a series of transitions as both the individual and the environment change.

The Texas comprehensive career development guidance program helps individuals explore self and related career options; secure an understanding of occupational information and labor market trends and how to use the information; acquire decision-making, planning, and employability skills; and understand the world of work and their role in it. Lifelong career development knowledge and skills enable young people to venture into the future with a sense of confidence and security in their ability to obtain employment which provides personal growth, a chance to master new skills, and the opportunity to earn promotions.

This book, A Guide to Career Development Guidance Programs - An Implementation and Resource Manual, provides the foundation for an comprehensive career development program which supports the achievement of specific competencies empowering individuals to participate in their own developmental process. Designed to assist local district and campus personnel in developing, improving, or expanding a career development program which is developmental by design and includes sequential activities with identified resources and a full range of program activiities, the Guide views the integration of a career development program as evolutionary with continuous efforts directed towards the ideal model.

Adapted from the National Career Guidance and Counseling Guidelines produced by the National Occupational Information Coordinating Committee (NOICC) and intended for use by local school districts to build programs that meet local and state needs, the Texas Guide is a result of a federally funded local district project. The format and materials were planned by the project advisory committee composed of individuals representing vocational and general education teachers, career/vocational and general counselor educators, business, and local and state agencies.

A Guide to Career Development Guidance Programs addresses the same content areas as the National Guidelines. The underlying state level philosophy, as reflected in the manual is that effective school based career development guidance programs are best planned at the school level. The Guide provides schools and districts with a step by step process for planning and implementing quality comprehensive career development guidance programs.

The Guide, designed to make updates easy, is divided into three major sections: the program model with student competency listings for grades K-14; the guidelines for local school/district planning and implementation; and the appendix.

Program Model. The career development competencies are the major focus of this synopsis of the program content, processes, and strucure. The program model includes an overview of the competencies developed by NOICC and a detailed listing of the competencies with student performance indicators.

Implementation Guide. The step by step planning guide provides the details necessary for local district/school planning procedure needed to begin a program of career development guidance.

Appendix. The appendix has two parts, planning procedural charts and information and a resource listing. Materials in the appendix are referenced in the implementation section. Procedural charts and information may be duplicated for use in meetings and planning sessions. Permission to use or duplicate any material in this book is freely given as a part of the document as long as the use of the material is for nonprofit, educational purposes.

For more imformation about the Guide, or to order copies, please contact:

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You may find it helpful to assess your institution's readiness to initiate a career development program by using the following checklist:

READINESS CHECKLIST

___ 1. We are aware of state-level activities related to career development guidelines or standards.

___ 2. Our administration endorses the implementation strategies.

___ 3. Our program staff endorses the implementation strategies.

___ 4. We have appointed a program coordinator.

___ 5. We have appointed a steering committee and are providing training for its members.

___ 6. We are willing to appoint an advisory committee to provide input and review.

___ 7. We are willing to provide adequate time for the coordinator, steering committee, advisory committee and other staff to complete the implementation strategies.

___ 8. We are willing to allocate financial resources to support implementation.

___ 9. We are willing to provide inservice training for our staff to support implementation.

___ 10. We are willing to identify and use outside resource persons (e.g., state agency staff or counselor educators) to support implementation.

If you cannot answer yes to all the statements, you may need to invest more time in obtaining necessary management and staff commitments. This careful "pre-planning" will help the actual implementation process operate more smoothly.

CONCEPTS

HISTORICAL PERSPECTIVE

Career guidance began in the United States as a response to a societal need during the Industrial Revolution. Due to rapid technological changes, the great migration of workers from rural to urban centers, and an increase of unemployed laborers, appropriate training and job placement became an important issue. Frank Parsons, the "Father of Guidance," organized community centers in Boston to aid people in search of work and established the Vocation Bureau in Civic Service House in 1908. The publication of Parson's Choosing a Vocation spawned the trait and factor methodology with its focus on diagnosis, information, and placement. As he defined it,

> First, a clear understanding of yourself, aptitudes, abilities, interests, resources, limitations, and other qualities. Second, a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work. Third, true reasoning on the relations of these two sets of facts. (Parsons, 1909, p. 5)

Present trait factor theories encompass decision approaches, sociological approaches, and personality approaches. Career guidance theories now emphasize the process of career development throughout the lifespan. The developmental theorists view career choice as a longitudinal process. Donald Super's multidisciplinary approach has been influential in career guidance. His theory emphasizes the importance of the development and implementation of self-concept in career choice. He also suggests that occupation, family, community, and leisure roles affect each other. (Lewis, Hayes, & Lewis, 1986.)

Many similarities exist between societal conditions in the early 1900's and today. A myriad of societal ills are a result of this technological age of rapid growth and change. Comprehensive, planned, sequential career guidance programs provide direction for individuals in these tumultous times. Effective career guidance occurs within a systematic program involving counselors, teachers, and others working in career education. The program is designed to increase the individual's knowledge of self, occupations, training paths, life styles, labor market trends, employability skills, and the decision-making process. This knowledge helps the individual gain self-direction through purposefully and consciously integrating work, family, leisure and community roles. (Hansen, 1978).

DEFINITIONS

Career development is a lifelong process in human growth and development and is "a search for the psychological meaning of vocationally relevant acts (including the exploratory behavior of youth) and of work itself in the human experience" (Borow, 1961). The process of career development involves the following six steps.

* SELF AWARENESS -
  An understanding of one's interests, aptitudes, values, and attitudes in relation to self. One's uniqueness, life values, goals, innate talents, and dreams explored in terms of relationship to reality.

* CAREER EXPLORATION -
  Researching career information such as career clusters, levels of work, educational and training requirements, salaries and benefits, labor market trends, nontraditional occupations, etc.

* DECISION MAKING -
  Using problem solving skills to choose appropriate goals.

* CAREER TRAINING -
  Learning specific job skills in an educational setting or on the job.

* JOB ACQUISITION -
  Entering the workforce and progressing up the career ladder.

* CAREER CHANGES -
  Upgrading skills and re-training if career changes occur.

Ken Hoyt, a distinguished professor at Kansas State University and noted career development authority, defined career education as "an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisifying part of his or her way of living...Underlying the entire definition is the crucial importance attached to the meaning of the word "work" in career education. "Work" is defined as **conscious effort, other than activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.** Work means paid and unpaid labor (Hoyt, 1975).

LEGISLATION

Recent state and federal legislation focuses on career guidance. The intent of Title III, Part D of the Carl Perkins Vocational Education Act is to provide quality comprehensive guidance programs to all students in public schools. In Texas, the State Board of Education directs educators to "intensify career guidance activities for all secondary students" and "implement activities to assist all students in developing future educational and career goals" (A Master Plan for Vocational Education. Career Development Strategy 1-E). This state model provides the impetus for the development of career guidance programs which are comprehensive, planned and sequential in nature.

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PURPOSE

The primary purpose of the Texas Career Guidance Model is to provide a blueprint for local school districts to develop their own plans based on their individualized needs. This model outlines a systematic career guidance program which is designed to increase the knowledge of self, enhance the educational and occupational development of the individual, and assist the person with career planning. Local school district planning and implementation activities result in increased career guidance activities for all students. Through program development, local school districts will better meet the needs of the students and the recent legislative mandates.

Mission of Public Education in Texas*

Texas is moving toward the 21st century amid a period of dramatic change in the economic conditions of both the state and the nation. The educational system of the state is responsible for preparing our children to live and work in this changing future.

All students need to develop essential academic skills and to acquire a knowledge base on which to build lifelong learning. All students will be taught a core curriculum of English language arts, mathematics, science, social studies, fine arts, health, physical education, and technological literacy. All students will acquire a knowledge of citizenship and economic responsibilities and an appreciation of our common American heritage including its multicultural richness. To the full extent of their individual abilities, students will be provided the opportunity to develop the ability to think logically, independently, and creatively and to communicate effectively. Educating our children to be productive in a changing future necessitates an excellent educational system. A system that can accomplish this mission must be characterized by quality, equity, and accountability. Instruction must be provided at the highest levels of **quality**. Educational opportunities and resources must be distributed with **equity** for all students. The educational system must maintain **accountability** for demonstrated results and continuous improvement. Such a system will have the vitality to prepare our children for the changes and the challenges of the future, a future which will belong to the educated.

*The above mission statement approved by the State Board of Education on May 10, 1986.

RATIONALE

Education has been divided into two broad areas for thousands of years. These areas consist of academic, or liberal arts, education which includes "literature, philosophy, language, history, etc. as distinguished from professional or technical subjects" (Webster, 1980), and vocational education which is "concerned with choice of or training in a skill or trade to be pursued as a career" (Webster, 1969). This same separation often occurs within the guidance departments across this state. Career guidance and development is delegated to the vocational counselor while the traditional school counselor concentrates on the student's educational planning and/or psychosocial development.

The need for and value of a comprehensive, unified approach to guidance as a part of the student's total educational development is evident. One of every four students drops out of school before receiving a high school diploma (Mrachek, 1980). At the same time, there is a growing labor shortage in highly skilled technical positions and semi-skilled industrial positions, according to Mrachek. Students need to be able to relate school work to real life to receive maximum benefits from their educational experiences. Relevant subject matter motivates the students and results in higher attendance and achievement. A comprehensive, developmental career guidance program provides this needed relevance and is much more effective than a student's typical guidance experience; i.e., an annual half-hour visit to the counselor's office to complete the pre-registration process.

This systematic approach will redirect the focus of the guidance department. Guidance programs will shift from crisis-oriented, individual counseling to developmental counseling. The rationale is that more students will be reached if the guidance staff has a comprehensive scope and sequenced plan. A developmental plan impacts more students and better prepares them for any crisis situations. Counselors reach more students than they would with individual, crisis-oriented counseling. The identifiable student outcomes within the model provide accountability and insure greater statewide uniformity in the performance of counseling duties. The model clarifies expectations for a guidance program and specifies counselor functions. Just as a mathematics teacher has specific department goals and stated objectives so does the counselor. Math teachers cannot meet these objectives if they are assigned to other duties. Counselors cannot meet their program goals if they are assigned to non-guidance duties.

Implementing a comprehensive guidance model requires an organized, team effort from the counselors, teachers, administrators, librarians, parents, private industry, and community organizations. Promoting the students' educational, psychosocial, and career development involves cooperation and committment from team members. The guidance model is part of a comprehensive, integrated school system designed to provide all students with a well-rounded, applicable education. This integrated approach provides needed skills and information to students which they can transfer to their work and home lives.

PHILOSOPHY

Career development and planning programs must be central to the delivery of all education. Texas public education should provide all students a program of activities and services which will result in successful educational, career development and planning, and post-graduation placement. Local education agencies have a responsibility to provide a comprehensive career development program for all students to provide them with information and assistance in the development and use of skills necessary for decision-making, problem-solving, career and life planning, and personal living in order to achieve their potential.

The planning, development, and implementation of career development programs in Texas are based on the following principles:

* Each student is a unique individual capable of achieving self-direction in decision-making and problem-solving, through self-knowledge.

* Each student has a right to full acceptance and opportunity for personal development within the school milieu.

* Each student has a right to expect access to a total career guidance program which responds to local, community, and state needs.

* Each student has a right to activities and services which will help him/her:

    . adapt to current and future environments;

    . gain maximum benefit from present and future opportunities;

    . set reaslistic educational, social, and career goals;

    . select appropriate ways to achieve those goals; and

    . achieve self-direction based upon increased self-knowledge and acceptance.

PROGRAM

MODEL

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Career Development Program Model

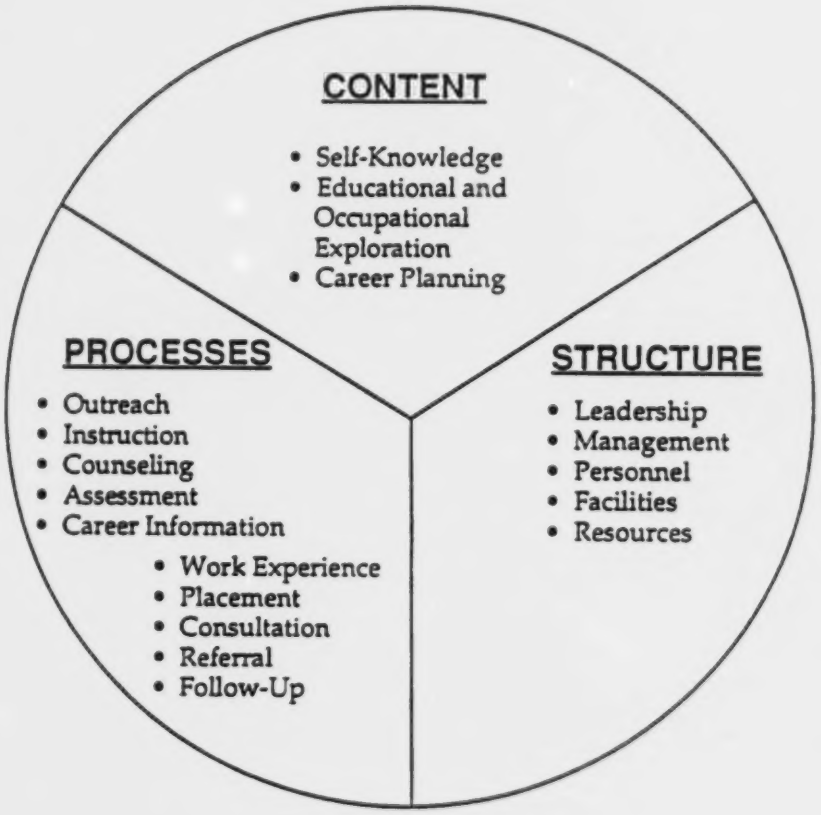

Figure 1: Career Development Program Model

PROGRAM CONTENT

The content of the program is defined by the competencies and indicators and is organized around three broad areas: self-knowledge, educational and occupational exploration, and career planning. These competency areas provide the basis for your career development plans.

The Guidelines' Content

The National Career Development Guidelines can provide a basis for improving career guidance and counseling programs within the total educational framework in schools. Three major components are addressed in the guidelines:

1. Competencies and Indicators. The competencies and indicators provide guidelines that describe the outcomes of career guidance and counseling programs and are the basis for program development. Competencies are viewed as broad goals, whereas indicators describe specific knowledge, skills and abilities related to career development.

2. Organizational Capabilities. Organizational capabilities outline the commitments, structure, and support required for effective career guidance and counseling programs including administrative support, physical facilities, and materials and equipment.

3. Personnel Requirements. The personnel requirements outline competencies needed by counselors and other staff members to deliver career guidance and counseling programs.

Competencies and Indicators

The competencies and indicators are organized into three major areas: self-knowledge, educational and occupational exploration, and career planning. The competencies represent general goals and the indicators define specific knowledge, skills, and abilities that individuals should master in order to cope effectively with lifelong career development tasks. They are consistent with the general developmental capabilities of individuals at that level.

Competencies and indicators have been developed for the elementary, middle/junior high school, high school, and adult levels. The competencies and indicators represent the basic skills and abilities that individuals should attain to prepare, obtain, and advance a satisfying career.

Figure 2 illustrates the competencies by area and level. It is followed by the specific competencies and indicators for the elementary school level. A complete listing of competencies and indicators for all levels is presented.

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COMPETENCIES

Elementary	Middle/Junior High School	High School	Adult
Self-Knowledge			
Knowledge of the importance of self-concept.	Knowledge of the influence of a positive self-concept.	Understanding the influence of a positive self-concept.	Skills to maintain a positive self-concept.
Skills to interact with others.	Skills to interact with others.	Skills to interact positively with others.	Skills to maintain effective behaviors.
Awareness of the importance of growth and change.	Knowledge of the importance of growth and change.	Understanding the impact of growth and development.	Understanding developmental changes and transitions.
Educational and Occupational Exploration			
Awareness of the benefits of educational achievement.	Knowledge of the benefits of educational achievement to career opportunities.	Understanding the relationship between educational achievement and career planning.	Skills to enter and participate in education and training.
Awareness of the reltionship between work and learning.	Understanding the relationship between work and learning.	Understanding the need for positive attitudes toward work and learning.	Skills to participate in work and life-long learning.
Skills to understand and use career information.	Skills to locate, understand and use career information.	Skills to locate, evaluate and interpret career information.	Skills to locate, evaluate and interpret career information.
Awareness of the importance of personal responsibility and good work habits.	Knowledge of skills necessary to seek and obtain jobs.	Skills to prepare to seek, obtain, maintain and change jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.
Awareness of how work relates to the needs and functions of society.	Understanding how work relates to the needs and functions of the economy and society.	Understanding how societal needs and functions influence the nature and structure of work.	Understanding how the needs and functions of society influence the nature and structure of work.
Career Planning			
Understanding how to make decisions.	Skills to make decisions.	Skills to make decisions.	Skills to make decisions.
Awareness of the interrelationship of life roles.	Knowledge of the interrelationship of life roles.	Understanding the interrelationship of life roles.	Understanding the impact of work on individual and family life.
Awareness of different occupations and changing male/female roles.	Knowledge of different occupations and changing male/female roles.	Understanding the continuous changes in male/female roles.	Understanding the continuing changes in male/female roles.
Awareness of the career planning process.	Understanding the process of career planning.	Skills in career planning.	Skills to make career transitions.

Figure 2: Career Guidance and Counseling Competencies by Area and Level

ELEMENTARY SCHOOL STUDENT

Elementary Student Competencies and Indicators

The competencies and indicators represent the knowledge, skills, and abilities students need to cope effectively with daily life, to make the transition into middle/junior high school, and to start developing an educational plan to ensure their academic growth and development. The presentation of the competencies and indicators does not imply a sequential order for delivery, but is an inclusive listing of elements important to a student's career guidance and counseling plan.

Competencies and Indicators

Self-Knowledge

COMPETENCY I: Knowledge of the importance of self-concept.

Describe positive characteristics about self as seen by self and others.
Identify how behaviors affect school and family situations.
Describe how behavior influences the feelings and actions of others.
Demonstrate a positive attitude about self.
Identify personal interests, abilities, strengths, and weaknesses.
Describe ways to meet personal needs through work.

COMPETENCY II: Skills to interact with others.

Identify how people are unique.
Demonstrate effective skills for interacting with others.
Demonstrate skills in resolving conflicts with peers and adults.
Demonstrate group membership skills.
Identify sources and effects of peer pressure.
Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Awareness of the importance of growth and change.

Identify personal feelings.
Identify ways to express feelings.
Describe causes of stress.
Identify and select appropriate behaviors to deal with specific emotional situations.
Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
Demonstrate knowledge of good health habits.

Educational and Occupational Exploration

COMPETENCY IV: Awareness of the benefits of educational achievement.

Describe how academic skills can be used in the home and community.
Identify personal strengths and weaknesses in subject areas.
Identify academic skills needed in several occupational groups.
Describe relationships among ability, effort and achievement.
Implement a plan of action for improving academic skills.
Describe school tasks that are similar to skills essential for job success.
Describe how the amount of education needed for different occupational levels varies.

COMPETENCY V: Awareness of the relationship between work and learning.

Identify different types of work, both paid and unpaid.
Describe the importance of preparing for occupations.
Demonstrate effective study and information-seeking habits.
Demonstrate an understanding of the importance of practice, effort, and learning.
Describe how current learning relates to work.
Describe how one's role as a student is like that of an adult worker.

COMPETENCY VI: Skills to understand and use career information.

Describe work of family members, school personnel, and community workers.
Identify occupations according to data, people and things.
Identify work activities of interest to the student.
Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
Describe jobs that are present in the local community.
Identify the working conditions of occupations (e.g., inside/outside, hazardous).
Describe way in which self-employment differs from working for others.
Describe how parents, relatives, adult friends, and neighbors can provide career information.

COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.

Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
Demonstrate positive ways of performing working activities.
Describe the importance of cooperation among workers to accomplish a task.
Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

COMPETENCY VIII: Awareness of how work relates to the needs and functions of society.

Describe how work can satisfy personal needs.
Describe the products and services of local employers.
Describe ways in which work can help overcome social and economic problems.

Career Planning

COMPETENCY IX: Understanding how to make decisions.

Describe how choices are made.
Describe what can be learned from making mistakes.
Identify and assess problems that interfere with attaining goals.
Identify strategies used in solving problems.
Identify alternatives in decision-making situations.
Describe how personal beliefs and attitudes effect decision-making.
Describe how decisions affect self and others.

COMPETENCY X: Awareness of the interrelationship of life roles.

Describe the various roles and individual may have (e.g., friend, student, worker, family member).
Describe work-related activities in the home, community and school.
Describe how family members depend on one another, work together and share responsibilities.
Describe how work roles complement family roles.

COMPETENCY XI: Awareness of different occupations and changing male/female roles.

Describe how work is important to all people.
Describe the changing life roles of men and women in work and family.
Describe how contributions of individuals both inside and outside the home are important.

COMPETENCY XII: Awareness of the career planning process.

Describe the importance of planning.
Describe skills needed in a variety of occupational groups.
Develop an individual career plan for the elementary school level.

MIDDLE/JUNIOR HIGH SCHOOL STUDENT

COMPETENCIES AND INDICATORS

Self-Knowledge

COMPETENCY I: Knowledge of the influence of a positive self-concept.

Describe personal likes and dislikes.
Describe individual skills required to fulfill different life roles.
Describe how one's behavior influences the feelings and actions of others.
Identify environmental influences on attitudes, behaviors, and aptitudes.

COMPETENCY II: Skills to interact with others.

Demonstrate respect for the feelings and beliefs of others.
Demonstrate an appreciation for the similarities and differences among people.
Demonstrate tolerance and flexibility in interpersonal and group situations.
Demonstrate skills in responding to criticism.
Demonstrate effective group membership skills.
Demonstrate effective social skills.
Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Knowledge of the importance of growth and change.

Identify feelings associated with significant experiences.
Identify internal and external sources of stress.
Demonstrate ways of responding to others when under stress.
Describe changes that occur in the physical, psychological, social and emotional development of an individual.
Describe physiological and psychological factors as they relate to career development.
Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well-being.

Educational and Occupation Exploration

COMPETENCY IV: Knowledge of the benefits of educational achievement to career opportunities.

Describe the importance of academic and occupational skills in the work world.
Identify how the skills taught in school subjects are used in various occupations.
Describe individual strengths and weaknesses in school subjects.
Describe a plan of action for increasing basic educational skills.
Describe the skills needed to adjust to changing occupational requirements.
Describe how continued learning enhances the ability to achieve goals.
Describe how skills relate to the selection of high school courses of study.
Describe how aptitudes and abilities relate to broad occupational groups.

COMPETENCY V: Understanding the relationship between work and learning.

Demonstrate effective learning habits and skills.
Demonstrate an understanding of the importance of personal skills and attitudes to job success.
Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.

COMPETENCY VI: Skills to locate, understand, and use career information.

Identify various ways that occupations can be classified.
Identify a number of occupational groups for exploration.
Demonstrate skills in using school and community resources to learn about occupational groups.
Identify sources to obtain information about occupational groups including self employment.
Identify skills that are transferable from one occupation to another.
Identify sources of employment in the community.

COMPETENCY VII: Knowledge of skills necessary to seek and obtain jobs.

Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.

Describe terms and concepts used in describing employment opportunities and conditions.

Demonstrate skills to complete a job application.

Demonstrate skills and attitudes essential for a job interview.

COMPETENCY VIII: Understanding how work relates to the needs and functions of the economy and society.

Describe the importance of work to society.

Describe the relationship between work and economic and societal needs.

Describe the economic contributions workers make to society.

Describe the effects that societal, economic, and technological change have on occupations.

Career Planning

COMPETENCY IX: Skills to make decisions.

Describe personal beliefs and attitudes

Describe how career development is a continuous process with series of choices.

Identify possible outcomes of decisions.

Describe school courses related to personal, educational and occupational interests.

Describe how the expectations of others affect career planning.

Identify ways in which decisions about education and work relate to other major life decisions.

Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.

Identify the requirements for secondary and postsecondary programs.

COMPETENCY X: Knowledge of the interrelationship of life roles.

Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.

Identify how work roles at home satisfy needs of the family.

Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.

Identify personal leisure choices in relation to lifestyle and the attainment of future goals.

Describe advantages and disadvantages of various life role options.

Describe the interrelationships between family, occupational, and leisure decisions.

COMPETENCY XI: Knowledge of different occupations and changing male/female roles.

Describe advantages and problems of entering nontraditional occupations.

Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.

Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

COMPETENCY XII: Understanding the process of career planning.

Demonstrate knowledge of exploratory processes and programs.

Identify school courses that meet tentative career goals.

Demonstrate knowledge of academic and vocational programs offered at the high school level.

Describe skills needed in a variety of occupations, including self-employment.

Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.

Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

HIGH SCHOOL STUDENT

COMPETENCIES AND INDICATORS

Self-Knowledge

COMPETENCY I: Understanding the influence of a positive self-concept.

- Identify and appreciate personal interests, abilities, and skills.
- Demonstrate the ability to use peer feedback.
- Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
- Demonstrate an understanding of environmental influences on one's behaviors.
- Demonstrate an understanding of the relationship between personal behavior and self-concept.

COMPETENCY II: Skills to interact positively with others.

- Demonstrate effective interpersonal skills.
- Demonstrate interpersonal skills required for working with and for others.
- Describe appropriate employer and employee interactions in various situations.
- Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

COMPETENCY III: Understanding the impact of growth and development.

- Describe how developmental changes affect physical and mental health.
- Describe the effect of emotional and physical health on career decisions.
- Describe healthy ways of dealing with stress.
- Demonstrate behaviors that maintain physical and mental health.

Educational and Occupational Exploration

COMPETENCY IV: Understanding the relationship between educational achievement and career planning.

- Demonstrate how to apply academic and vocational skills to achieve personal goals.
- Describe the relationship of academic and vocational skills to personal interests.
- Describe how skills developed in academic and vocational programs relate to career goals.
- Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
- Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
- Describe how learning skills are required in the workplace.

COMPETENCY V: Understanding the need for positive attitudes toward work and learning.

- Identify the positive contributions workers make to society.
- Demonstrate knowledge of the social significance of various occupations.
- Demonstrate a positive attitude toward work.
- Demonstrate learning habits and skills that can be used in various educational situations.
- Demonstrate positive work attitudes and behaviors.

COMPETENCY VI: Skills to locate, evaluate and interpret career information.

- Describe the educational requirements of various occupations.
- Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
- Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).
- Describe the concept of career ladders.
- Describe the advantages and disadvantages of self-employment as a career option.
- Identify individuals in selected occupations as possible information resources, role models, or mentors.
- Describe the influence of change in supply and demand for workers in different occupations.
- Identify how employment trends relate to education and training.
- Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain and change jobs.

- Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
- Demonstrate academic or vocational skills required for a full or part-time job.
- Demonstrate skills and behaviors necessary for a successful job interview.
- Demonstrate skills in preparing a resume and completing job applications.
- Identify specific job openings.
- Demonstrate employability skills necessary to obtain and maintain jobs.
- Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
- Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
- Demonstrate an understanding that job opportunities often require relocation.
- Demonstrate skills necessary to function as a consumer and manage financial resources.

COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.

- Describe the effect of work on lifestyles.
- Describe how society's needs and functions affect the supply of goods and services.
- Describe how occupational and industrial trends relate to training and employment.
- Demonstrate an understanding of the global economy and how it affects each individual.

High School Student Competencies and indicators-Cont'd

Career Planning

COMPETENCY IX: Skills to make decisions.

Demonstrate responsibility for making tentative educational and occupational choices.
Identify alternatives in given decision-making situations.
Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.
Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
Identify steps to apply for and secure financial assistance for postsecondary education and training.

COMPETENCY X: Understanding the interrelationship of life roles.

Demonstrate knowledge of life stages.
Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).
Describe ways in which occupational choices may affect lifestyle.
Describe the contribution of work to a balanced and productive life.
Describe ways in which work, family, and leisure roles are interrelated.
Describe different career patterns and their potential effect on family patterns and lifestyle.
Describe the importance of leisure activities.
Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

COMPETENCY XI: Understanding the continuous changes in male/female roles.

Identify factors that have influenced the changing career patterns of women and men.
Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
Identify courses appropriate to tentative occupational choices.
Describe the advantages and problems of nontraditional occupations.

COMPETENCY XII: Skills in career planning.

Describe career plans that reflect the importance of lifelong learning.
Demonstrate knowledge of postsecondary vocational and academic programs.
Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
Describe school and community resources to explore educational and occupational choices.
Describe the costs and benefits of self-employment.
Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
Demonstrate skills necessary to compare education and job opportunities.
Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

ADULT

Competencies and indicators have been developed for the elementary, middle/junior high school, high school, and adult levels. Although postsecondary institutions serve adults, it is important to be aware of the competencies from the elementary, middle/junior high, and high school levels. Individuals who have had little career development assistance may need to master competencies at these earlier levels before addressing the tasks presented at the adult level.

Adult Competencies and Indicators

The competencies and indicators represent the knowledge, skills, and abilities individuals need to acquire academic and career-related skills to make decisions, obtain or change employment, and plan for the future. The presentation of the competencies, followed by indicators, does not imply a sequential order for delivery but is an inclusive listing of elements important in an adult's career development.

COMPETENCIES AND INDICATORS

Self-Knowledge

COMPETENCY I: Skills to maintain a positive self concept.

- Demonstrate a positive self-concept.
- Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.
- Identify achievements related to work, learning, and leisure and their influence on self perception.
- Demonstrate a realistic understanding of self.

COMPETENCY II: Skills to maintain effective behaviors.

- Demonstrate appropriate interpersonal skills in expressing feelings and ideas.
- Identify symptoms of stress.
- Demonstrate skills to overcome self-defeating behaviors.
- Demonstrate skills in identifying support and networking arrangements (including role models).
- Demonstrate skills to manage financial resources.

COMPETENCY III: Understanding developmental changes and transitions.

- Describe how personal motivations and aspirations may change over time.
- Describe physical changes that occur with age and adapt work performance to accommodate these.
- Identify external events (e.g., job loss, job transfer) that require life changes.

Educational and Occupational Exploration

COMPETENCY IV: Skills to enter and participate in education and training.

- Describe short and long-range plans to achieve career goals through appropriate educational paths.
- Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study).
- Describe community resources to support education and training (e.g., child care, public transportation, public health services, mental health services, welfare benefits).
- Identify strategies to overcome personal barriers to education and training.

COMPETENCY V: Skills to participate in work and life-long learning.

- Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests).
- Describe how educational achievements and life experiences relate to occupational opportunities.
- Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).

COMPETENCY VI: Skills to locate, evaluate and interpret career information.

- Identify and use current career information resources (e.g., computerized career information systems, print and media materials, mentors).
- Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.
- Describe the uses and limitations of occupational outlook information.
- Identify the diverse job opportunities available to an individual with a given set of occupational skills.
- Identify opportunities available through self-employment.
- Identify factors that contribute to misinformation about occupations.
- Describe information about specific employers and hiring practices.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.

- Identify specific employment situations that match desired career objectives.
- Demonstrate skills to identify job openings.
- Demonstrate skills to establish a job search network through colleagues, friends, and family.
- Demonstrate skills in preparing a resume and completing job applications.
- Demonstrate skills and attitudes essential to prepare for and participate in a successful job interview.
- Demonstrate effective work attitudes and behaviors.
- Describe changes (e.g., personal growth, technological developments, changes in demand for products or services) that influence the knowledge, skills, and attitudes required for job success.
- Demonstrate strategies to support occupational change (e.g., on-the-job training, career ladders, mentors, performance ratings, networking, continuing education).
- Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor, and community agencies).
- Identify skills that are transferrable from one job to another.

COMPETENCY VIII: Understanding how the needs and functions of society influence the nature and structure of work.

- Describe the importance of work as it affects values and life style.
- Describe how society's needs and functions affect occupational supply and demand.
- Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.
- Demonstrate an understanding of the global economy and how it affects the individual.

Career Planning

COMPETENCY IX: Skills to make decisions.

- Describe personal criteria for making decisions about education, training, and career goals.
- Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits and other conditions of employment.
- Describe the effects of education, work, and family decisions on individual career decisions.
- Identify personal and environmental conditions that affect decision-making.
- Demonstrate effective career decision making skills.
- Describe potential consequences of decisions.

COMPETENCY X: Understanding the impact of work on individual and family life.

Describe how family and leisure functions affect occupational roles and decisions.

Determine effects of individual and family developmental stages on one's career.

Describe how work, family, and leisure activities interrelate.

Describe strategies for negotiating work, family and leisure demands with family members (e.g., assertiveness and time management skills).

COMPETENCY XI: Understanding the continuing changes in male/female roles.

Describe recent changes in gender norms and attitudes.

Describe trends in the gender composition of the labor force and assess implications for one's own career plans.

Identify disadvantages of stereotyping occupations.

Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

COMPETENCY XII: Skills to make career transitions.

Identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development.

Describe strategies to use during transitions (e.g., networks, stress management).

Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital).

Describe the skills and knowledge needed for pre-retirement planning.

Develop an individual career plan, updating information from earlier plans and including short and long-range career decisions.

PROGRAM STRUCTURE

Organizational Capabilities

Organizational capabilities address the specific structure and commitments, facilities, training and materials that are needed for program implementation. To organize and deliver effective career development programs, there must be administrative commitment to:

Secure needed commitments and resources.

Strengthen program staff members' interest and expertise.

Redefine staff roles and responsibilities to provide time to deliver the career development program.

Plan to implement the program in phases so that it is manageable.

Involve internal groups such as administrators and other institutional staff; and external groups such as employers, state agencies, and community organizations.

Use evaluation results to improve the program.

Administrative support is vital if program improvement is to be achieved. The institution's leadership must be committed to establishing program standards and to monitoring the program's effectiveness. Postsecondary institutions demonstrate their commitment to a career development program by providing program planning, support, adequate facilities, training, and materials.

A firm organizational structure enables successful delivery of the program processes. Generally this framework supports the program's activities and includes:

Leadership--A counselor or career development specialist who is supported by a staff team dedicated to improving career development opportunities for individuals.

Management--Top level staff organizing program planning, clarifying staff roles and responsibilities, securing resources, monitoring program delivery, and revising the program.

Personnel--Other staff, community resource persons, paraprofessionals, and volunteers who can help serve the wide range of adult career development needs through direct involvement or linkages with other organizations.

Facilities--Adequate space, materials, and equipment which ensure the delivery of career development services.

Resources--The funds required to purchase materials, equipment, and other items needed to implement a career development program.

PROGRAM PROCESSES

Processes are the strategies which actually deliver the program content. They include:

Outreach--Offers information to individuals about career development services available from the organization.

Counseling--Focuses on interaction between an individual or a small group and a professional counselor, helps students explore personal issues related to career development, examines how to apply information and skills learned to their personal plans, and determines individualized career plans.

Assessment--Involves the administration and interpretation of a variety of formal and informal measures and techniques to help individuals gain an understanding of their individual skills, abilities, interests, achievements, prior learning experiences, and needs.

Instruction--Includes group activities, career-related curriculum, and peer support groups that help students acquire knowledge, skills, and abilities outlined in the career development competencies.

Career Information--Includes a variety of resources, such as computer-based career information delivery systems, print and media materials, simulated activities, that provide current, unbiased information about occupations, educational programs, and employment opportunities.

Work Experience--Facilitates opportunities for students in actual work settings to test career decisions and develop effective work attitudes and behaviors.

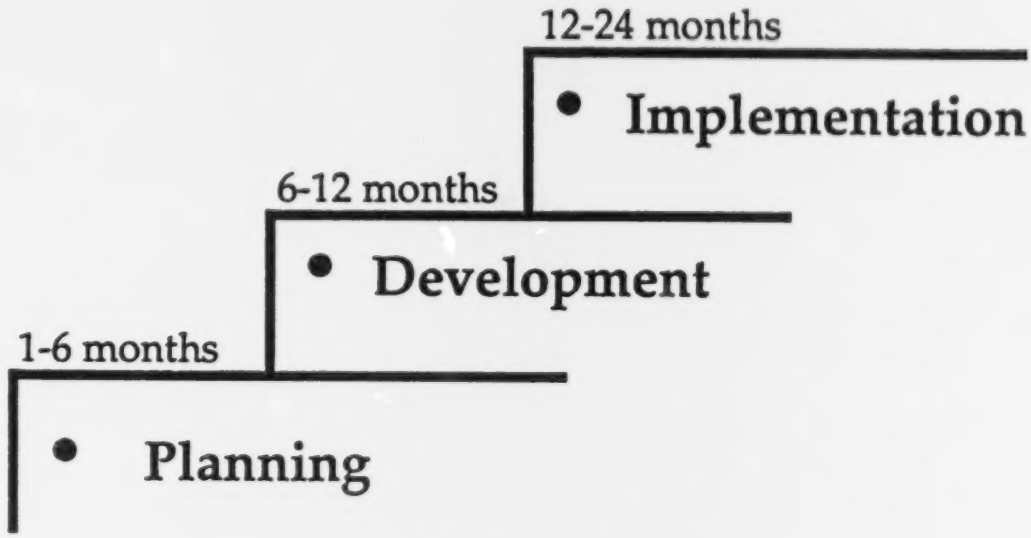
Consultation--Expands career development resources for students by directly assisting staff, administrators, trainers, employers, and others in areas of needed expertise.

Referral--Encourages cooperation with outside organizations to offer additional services needed by students.

Placement--Organizes resources and offers assistance so that students can make successful transitions from the program to employment or further education and training.

Follow-up--Establishes and maintains long-term contact with students who have made transitions to determine effectiveness of career decisions.

National Guidelines
Implementation Strategies



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IMPLEMENTATION GUIDELINES

Elements of a Career Development Program Plan

Mission. A mission statement clearly relates the purpose of the career development program to the organization.

Career Development Standards. Standards state how and at what level the adult will demonstrate achievement of the competencies.

Program Description. The description provides an overview of the program and is organized by competencies. The comprehensive set of individual career guidance and counseling competencies and indicators with measurable standards are chosen to meet students' assessed career guidance needs. Each district develops standards to determine how and at what level or rate the student will achieve the selected indicators. After standards are developed, a sequence must be developed to outline when students should receive the assistance that will enable them to achieve the competencies. The delivery sequence is based on student readiness, compatibility with other school programs, and the needs assessment information. Each standard outlines the following components:

Processes - Specific career development procedures for each standard including outreac, counseling, assessment, training, career information, work experience, consultation, referral, placement, and follow-up.

Activities - The specific activities for each indicator.

Audiences - The students who will experience each activity.

Staff - The personnel who are responsible for delivery of each activity.

Schedule - A schedule of when each of the activities will begin and when it will end.

Program Structure. In this section, the program structure -leadership, staffing, facilities, and resources - will be described through the following aspects:

Leadership - A description of who will manage the program including their qualifications, role and responsibilities, and support requirements such as release time.

Staffing - A description of each type of staff member who has a role in the program including qualifications and responsibilities.

Facilities - A list of the types of facilities needed including physical space, equipment, materials, and supplies.

Budget - A formal budget detailing by line item the financial support required.

Management Plan - A management plan that describes all management tasks needed to ensure successful implementation of the program including the areas of:

*Coordination;
*Evaluation and research;
*Public relations;
*Articulation; and
*Staff development.

Program Schedule. A master calendar that schedules delivery of the program with activities listed by month and grade level.

Evaluation Plan. A strategy that evaluates the career guidance and counseling program to report the results for program improvement.

STEP ONE: ORGANIZE

Conduct a Public Relations Campaign

A comprehensive, developmental program evolves gradually. The entire planning, development, and implementation process may take several years; however, the positive attention and increased career guidance activities are immediate benefits. Implementing the improved program is a time consuming process because counselors will still be operating under the current organizational plan. As counselors are reorganizing and retraining, they may still be required to perform all of their previously assigned duties. To insure a smooth transition, cooperation and communication are essential.

Staff cooperation and administrative support are necessary for successful implementation of the model. To gain and retain support, a public relations campaign is a priority throughout the planning, development, and implementation process. Outline the expected changes, advertise the resultant benefits, and ask for suggestions.

The developmental career counseling model utilizes a team approach. An on-site management team approach provides a sense of ownership. Team members include counselors, school staff, business/industry representatives, community members, parents, and students. These team members work together to develop a career guidance program plan.

See Appendix B, page 132 for Examples of Ways to Promote Involvement.

Form a Steering Committee

The steering committee's main functions are to:

* obtain administrative support;
* coordinate all activities;
* involve other staff and resource persons; and
* communicate with key groups.

See Appendix for Procedures for Conducting Public Relations Campaign, Procedure 1, page 83.

See Appendix for Procedures for Forming a Steering Committee, Procedure 2, page 84.

Suggested members of the steering committee include:

* the superintendent or other district administrator;
* Director of Guidance;
* Vocational Counselor, Job Placement Coordinator, or Career Investigation teacher;
* Advisory Council liason;
* School Board member;
* Research and Development Committee Representative;
* Librarian; and
* Student Council president.

The steering committee will vary in size according to your organization's size and resources. The members need to be **interested** in career development and **committed** to program improvement. Committee members' responsibilities include:

>> Review the National Career Development Guidelines to determine their compatibility with state and organizational policy, laws, regulations, and philosophy.

>> Identify factors that may support or inhibit the implementation process.

>> Access resources needed for the implementation process.

>> Develop and coordinate the administration of a needs assessment.

>> Develop individual career development standards and the sequence of delivery.

>> Review the current career guidance and counseling program in relationship to standards.

>> Develop a program plan.

>> Develop procedures for coordinating program activities with other agencies and organizations.

>> Design and administer evaluation measures, using the results for program improvement.

>> Provide training and resource assistance to enhance program implementation.

Form an Advisory Council

Districts may form an advisory council as well as a steering committee. Some districts may replace the steering committee with an advisory council depending on district needs. The advisory council provides input from a large and diverse group of people while the steering committee provides the in-house management necessary to implement the program.

The responsibilities of the advisory council include the following:

- >> Help secure support and resources for the implementation process.
- >> Review steering committee recommendations.
- >> Designate one member to serve as a liason to the steering committee.
- >> Communicate the benefits of the career guidance and counseling program to various constituencies.
- >> Serve in an advisory capacity on appropriate district work groups.
- >> Review the needs assessment procedures and results.
- >> Review and endorse the career guidance standards.
- >> Review and endorse the career guidance and counseling program plan.
- >> Recommend staff training activities and resources.
- >> Support implementation and provide feedback on the implementation process.
- >> Serve as a source of external evaluation by reviewing the implementation process.
- >> Review results of internal evaluations.
- >> Make recommendations for program improvements.

See Appendix for Procedures for Forming an Advisory Council, Procedure 3, page 86.

Several methods for choosing the advisory council members exist. If the district currently has a guidance and counseling advisory council, the existing group may be appropriate for the career guidance and counseling program. Another option is for the steering committee to choose the members of the advisory council. The local school board may choose the advisory council in some districts. Whichever method is used, the membership must be representative of all constituent groups. These groups include the following:

Administrators - The participation of the board of education, central administration, building principal, and other building and district-level administrators on the advisory committee is critical to ensuring administrative support for the process.

Guidance Staff - Guidance and counseling staff members who are not on the steering committee should be invited to serve on the committee.

Teachers - Because comprehensive career guidance includes classroom activities and the integration of career concepts into the curriculum, teachers are important members of the advisory committee.

Occupational Specialists - Occupational Specialists not on the steering committee may also be asked to serve on the advisory council.

Other Pupil Personnel - Because guidance is only one pupil personnel program, coordination with other programs is important. You may want to include another member of the pupil personnel team and a representative of an existing bargaining agent or organization for counselors.

Parents - Parents are concerned about their child's career development, and a parent representative can provide an additional point of view.

Students - A student representative can help provide an important viewpoint and linkages to other students.

Private Sector - Representatives of the private sector can bring the perspectives of employers, labor unions, employment services, etc. and gather support for joint activities with the private sector.

Community Service - Representatives of community or school service organizations such as Adopt-A-School, PTA, the school volunteer program, senior citizens' groups, etc. can provide needed manpower to relieve the workload inherent in any transformation process.

Counselors from Other Levels - Program articulation is a major need. Having counselors from all educational levels will support improved program articulation.

State-Level Personnel - State-level representatives such as guidance, vocational education, and SOICC staff can provide an important perspective by sharing information about other programs and program resources. Suggestions of the Texas Education Agency offices which may be useful may be obtained from the Program Director for Vocational/Career Guidance Programs.

Counselor Educators - Counselor educators from colleges or universities can provide input about new career development theory and counseling approaches.

Identify Benefits

One of the most critical problems facing the nation is the increasing gap between the worker skills and the skills that jobs demand. One analysis of the future workforce projects that only 27% of the population will enter the work force with the required literacy, computational, and communication skills. In Texas, the picture is even bleaker. Texas ranks 42nd in the percentage of youth graduating from high school. According to "Texas, The State and Its Educational Syste[illegible] of the 233,357 ninth graders in 1980, only 69 percent graduated in 1984.

In Texas, 46 percent of all youth in public schools are minorities. By the year 2000, it is estimated that minorities will comprise 25 percent of the labor force and 33 percent of the nation's population. Statistics reflect a higher dropout rate among minorities, a disproportionate number of minorities in the unemployment ranks, and a decrease of minority students pursuing higher education.

The challenge is to reverse these debilitating trends. The educational development of minorities is crucial to the social and economic well-being of the state and nation. Educational development, including career planning, is important for all students. Statistics indicate it is critical for minorities. Educational professionals have a role in restructuring at-risk students' attitudes about education, goal setting, and career planning.

*Opportunities for Minorities - Conference Registration Brochure. San Marcos, Texas: Southwest Texas State University School of Education, 1989.

See Appendix for Procedures for Identifying Needs and Benefits, Procedure 4, page 87.

See Appendix B, page 127 for additional benefits information.

Trends and Issues

Changing Student Population. The demographics of the student population are changing. In Florida, according to The Blueprint for Career Preparation, 80% of the new workers at the turn of the century will be minorities or women. Guidance and counseling programs are being challenged to respond to a greater diversity of program participants. This challenge includes the need to provide access to quality programs that meet the unique needs of such groups as the handicapped, the disadvantaged, the limited-English proficient, and girls.

To be responsive, programs need to individualize educational experiences and provide activities and materials that are responsive to the special needs of these groups. Effectively meeting this challenge can help reduce the risks of school dropout, truancy, low career aspirations, and low academic achievement.

Changing Workplace. Students are confronted with a rapidly changing workplace. These changes include a redistribution of available jobs, a more rapid rate of change that creates the need for frequent career decisions, and new workplace demands for interpersonal, problem-solving, and creative skills. While Florida is experiencing growth in high tech industries, by the year 2000 most of the growth will be in the service industries. These jobs will require special skills and workers with the ability to adapt to change. Individuals need effective career development programs if they are to develop the knowledge, skills, and attitudes that will help them manage their own careers during this period of rapid change.

Educational Excellence. Definition of program excellence is a high priority at all levels. Many national, state, and local groups are defining excellence in terms of program goals and standards. Educators are being challenged to develop programs that increase students' performance related to these standards. Standards must be theoretically sound and responsive to a rapidly changing world. Along with this challenge is the need to train educators as new programs are developed. In Florida career development programs are being established that include team planning, competencies, competency based materials, and assessment.

Family Involvement. Parents are demanding that educational programs be responsive to the needs of their children. Several of their expectations center on the responsibility of the school to help their children explore careers, make career plans and obtain successful employment. The current emphasis on transition services for handicapped students is an example of this concern. In addition, it is important to recognize that family members influence each other's career development. The trend toward more diverse family structures highlights the need for finding effective ways of combining work and family roles. The family's involvement in the career development of individual members is critical. Florida is developing strategies for involving parents in the career development of their children in programs for kindergarten through twelfth grade. The eighth grade planner, a guide for students to use in pursuing their high school goals, will include a section for parent input.

Program Accountability. The preceding trends reinforce the need for program accountability. Effective programs respond to the needs of more diverse populations and provide skills and knowledge needed to cope with the changing workplace. Programs are being challenged to document their contributions to these pressing needs.

Program Articulation. As individuals receive assistance with career development at various program levels, elementary through adult, they need to experience program continuity. Duplication or gaps in the types of assistance received should be avoided and students should receive assistance that is individualized to their particular career development needs. Career development programs that are articulated across the various program levels can help guarantee continuity of career development assistance that is tailored to individual needs.

Organize work groups

Districts may form loosely organized work groups or teams to complete specific tasks associated with program implementation. Districts organize and disband work groups based on individual needs. Suggested composition of the work groups includes at least one advisory council member, one steering committee member, one appropriate representative from each campus, and additional members as needed. The groups meet as needed and focus on completing annual goals related to the career guidance program. Utilize existing campus and districtwide committees as part of the team effort. If strong supporters of the career guidance program serve on existing committees, career guidance infusion is assured. Some examples of work groups are as follows:

Marketing Team

A small group that makes recommendations on the most effective methods to package the program and advertise the career guidance resources and activities. Effective marketing strategies are the key to successful implementation. The members of this group work with the other teams on marketing strategies as they relate to district staff, students, community based organizations, and parents.

Program Development Team

The program development team is a large task force which has several responsibilities. It is advisable to divide the large team into several small groups or reassign members to new tasks as the need arises. The major duties of this task force are to review and revise the current career development program. The duties are as listed below.

1. Design, conduct, and analyze needs assessment information to set program improvement priorities.

2. Design and conduct a counselor time and task analysis to survey and analyze the distribution of counselors and their allocation of time and tasks. This analysis provides baseline data for the reallocation of the counselors' time and tasks to meet annual goals.

3. Recommend annual career guidance goals based on the needs survey results and time/task analysis information.

4. Develop the district mission statement.

5. Review the current program and revise the current guidance plan utilizing the latest national and state guidelines (NOICC, Texas State Board Master Plan, etc.).

6. Develop program standards including new activities to strengthen the program.

7. Coordinate the program with other district programs and community resources.

8. Provide a timeline and master calendar of implementation activities.

9. Revise the career guidance plan based on evaluation information.

These members will serve in advisory and/or leadership roles within several areas including:

1. **District Curriculum Council**
Research and recommend career education curriculum infusion activities. Disseminate this information through the Curriculum Council.

2. **Library Career Resource Centers**
Department chairpeople with campus counselors and librarians will coordinate the dissemination of the new career guidance materials.

3. **Community Resources**
Enhance the career guidance program through the effective utilization of PTA, private businesses, JTPA contractors, Adopt-A-School program, and other organizations.

44. **Students At Risk Program**
To further coordinate career guidance activities and goals with the students at risk program. Conduct feasability study on cooperative federal grant efforts between CBOs and LEAs. Improve the current withdrawal procedures for those students who do quit school by providing information about available community based organizations and contact personnel at the appropriate agencies including Texas Employment Commission, North Texas Education and Training Co-op, Texas Rehabilitation Commission.

5. **District Strategic Planning Committee**
Consult with other school districts to evaluate the effectiveness of a required Career Investigation course during seventh or eighth grade. If properly utilized, the course would relieve the counselors of some of their test administration, dissemination, and interpretation duties. Career Investigation course requirements include a self-appraisal unit that involves aptitude, ability and interest testing. Students and counselors would both benefit from the required educational planning unit in the course. Students learn to set realistic goals and develop high school plans. They also research two or more career options for in-depth study.

6. **Local and Area Counselor Organizations**
Participate in professional development activities and share ideas with other professionals.

7. **Research and Development Committee**
Research career guidance funding sources.

Evaluation Team

A small group that plans, develops, and implements the career guidance evaluation plan. Their goals are to:

1. Evaluate the progress of the program implementation activities to determine if the program goals are being met;

2. Review local counselor evaluation forms and revise or replace to correspond with national and state recommendations and counselor competencies.

3. Design guidance curriculum evaluation form(s) to evaluate the effectiveness of counselor presentations, career speakers, Career Day and College Night Activities, etc. These evaluations will measure student outcomes and provide immediate feedback to the guidance staff as to the effectiveness of the activity. The evaluation form provides closure for the students. Utilized at the conclusion of the guidance curriculum activity, it emphasizes the main points of the presentation. The evaluations often provide positive reinforcement for the presenter. The input is valuable in assessing and improving guidance curriculum activities.

4. Design a guidance curriculum outline form for inclusion in the resource handbook. Preparation for presentations is minimal if completed outlines are available. The outlines are especially useful for new staff members.

Develop a task-timeline for implementation

The length of the implementation process will vary among schools. At a minimum, two years will be required to implement a fully revised career development program. Figure 4 shows a sample timeline with the steps and tasks needed for implementation.

See Appendix B, page 134 for Summary of Implementation Strategies.

Figure 4

TASK-TIMELINE FOR THE IMPLEMENTATION PROCESS

Begin	6 Months	12 Months	24 Months

Planning

Form steering committee
Form advisory committee
Identify benefits
Conduct needs assessment
Finalize local standards
Develop scope and sequence

Development

Review Current Program
Develop Career Development Plan
Develop Staff Role Descriptions
Identify Staff Development Needs
Design Evaluation

Implementation

Conduct Staff Development
Implement Revised Career Development Program
Conduct Evaluation
Use Evaluation Results to Improve Program

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SUMMARY CHECKLIST FOR STEP I: ORGANIZE FOR IMPLEMENTATION

	Tasks	Date Completed
1.	Form a steering committee	
	A. Identify and select members	
	B. Initiate steering committee	
	C. Train steering committee	
	D. Develop steering committee management plan	
2.	Form an advisory committee - Optional	
	A. Identify and select members	
	B. Invite members to serve	
	C. Schedule and plan first meeting	
	D. Develop plan for use of advisory committee throughout implementation process	
3.	Identify benefits	
	A. Identify ways in which trends and issues are creating local needs	
	B. Identify benefits of career development related to local needs	
	C. Develop information brief	
	D. Conduct public relations using information brief	
4.	Develop a task-timeline	

STEP TWO: ESTABLISH STANDARDS

Complete a Needs Assessment

The primary purpose of a needs assessment is to ensure that the needs of the students are met. A needs assessment provides input from the students, staff, and parents. The results are the basis for selecting and prioritizing the student competencies for the year and the corresponding guidance learning activities. Benefits of the needs assessment include:

- Identifying needs of students.
- Providing information for program planning.
- Providing information to staff and policy-makers to assure program support.
- Serving as a basis for allocation of resources.
- Contributing to program and staff accountability.
- Strengthening public relations.
- Providing a basis for selection and implementation of learning activities and classroom presentations.
- Increasing opportunities for student, staff, and parent interaction.

The steering committee is responsible for designing, conducting, and analyzing the needs assessment. Initially, a formal needs assessment should be administered using brief surveys which are easily understood and interpreted. Administering the needs survey early in the school calendar year is most appropriate. The committee may organize a work group to complete the following needs assessment activities.

Identify Respondents

- Administrators, teachers, counselors, parents and students
- Type of sampling; i.e., random, cluster, etc.

Finalize the Needs Assessment Instrument

- Review several instruments
- Select and modify one to meet local needs, resources, and various groups

See Appendix for Procedures for Administering a Needs Assessment Instrument, Procedure 5, page 88

Collect Data

- Make a time schedule
- Outline administration procedures
- Outline follow-up methods to insure adequate response

Analyze Data

- Identify the competencies and indicators
- Rate importance and priority for student achievement
- Analyze each group and each grade level

See Appendix B, page 135, for Additional Sample Forms and Example Local District Results.

Select competencies and indicators

Choose competencies and indicators for program implementation based on the result of the needs assessment. Once indicators are chosen, standards can be developed. **Standards will replace the indicators.** Standards are more specific because they specify the level or rate of performance.

Develop Sequence for Delivery

After standards are developed, a sequence must be developed to outline at what point students should receive the assistance that will enable them to achieve the competencies. The sequence will:

- Reflect student readiness;
- Be compatible with other school programs;
- Incorporate needs assessment information.

Sources and Methods of Data Collection

Standardized Career Development Instruments

Career development instruments are a fairly recent development in standardized testing. These are discussed in *A Counselor's Guide to Career Assessment Instruments* (Kapes and Mastie, 1988). This publication and the publishers' test manuals identify standardized instruments for use in program evaluation.

Locally Developed Career Assessment Measures.

Using individual career development competencies, the staff can design measure for specific indicators.

Follow-up Studies.

Many organizations conduct regular follow-up studies of their former program participants. Information on these experiences can be very helpful in determining the extent to which individuals have been able to apply career development competencies to career decisions such as gaining employment or selecting further educational opportunities.

Interviews

Interviewing is a data collection technique in which information about individuals' achievement levels can be obtained through one-to-one conversation. Typically, these interviews are conducted in person; however, they may also be conducted by telephone. A set of structured interview questions forms the basis for the interview. This method provides the interviewer an opportunity to probe for further information if warranted by the initial response.

Diaries and Journals

Self-reporting written logs and journals are designed to measure individuals' activities, attitudes and feelings. They are subjective and provide indicators of growth and change.

Checklists

It is often convenient and effective to develop checklists of behaviors, events, characteristics, or skills. In an obtrusive, systematic way, observations of the individuals can then be made and recorded as they engage in program activities and interact with others.

Observations.

Observations can be effective for assessing achievement of competencies. Methods for recording observations can range from systematic observation instruments to audio or videotaping.

Simulations.

Simulated situations, such as videotapes of group situations, can be used to provide a stimulus for assessment items that measure understanding of career development competencies.

Role Playing Situations.

Role playing situations can provide an opportunity for individuals to demonstrate behaviors and applications of knowledge in "lifelike" situations.

Paper and Pencil Tests.

Objectively written test items can be developed to assess career development performance indicators. These can include multiple-choice, fill-in, true-false, etc. They are most effective in assessing cognitive competencies and indicators.

Planned Forms.

A variety of forms that provide the opportunity for individuals to describe their career-related plans can provide assessment information particularly in the career decision-making area. An example of this is the Individual Career Plan found in Appendix B.

Figure 5 Sources and Methods of Data Collection

Figure 6

EXAMPLE OF SCOPE AND SEQUENCE

Review the indicators and determine how each should be addressed at each grade level.

Code: Leave blank if it should not be addressed
A = Awareness
I = Introduce
R = Reinforce

COMPETENCY I: KNOWLEDGE OF THE IMPORTANCE OF A POSITIVE SELF-CONCEPT ON CAREER DEVELOPMENT.

Indicator	Grade Level K-5	6-8	9-12
1. Students can verbalize both positive and negative feelings.			
2. Students can describe positive characteristics about self as perceived by self and others.			
3. Students can identify personal behaviors required for success in school and family situations and habits and behaviors that hinder progress.			
4. Students can describe how one's behavior influences the feelings and actions of others.			
5. Students demonstrate a positive attitude about self.			
6. Students can identify interests, abilities, strengths, and weaknesses as components of personal uniqueness.			
7. Students can describe ways to meet personal needs and goals through work.			
8. Students can relate knowledge of self to a variety of occupations.			
9. (Additional indicator added from needs assessment information.)			

Conduct a Time and Task Analysis

A time and task analysis reveals the duties performed by each counselor and measures the amount of time spent on each task. The beginning of the school year is the best time to begin the study. Many time and task methods exist including software programs designed for this purpose. It is important to select blocks of time to be analyzed throughout the school year and be consistent. Although a time and task analysis is time-consuming, the benefits are worth the effort of the procedure. A few of the benefits are:

- Provides accountability;
- Provides excellent public relations information;
- Gives focus and direction to the guidance department;
- Frees counselors from non-guidance duties and prevents their misuse;
- Eliminates territoriality;
- Eliminates "doing your own thing" counseling habits;
- Provides basis for districtwide standardization of counseling duties;
- Provides information for development of districtwide counselors' annual calendar of activities;
- Justifies requests for staffing patterns; i.e., additional counselors or secretarial support;
- Promotes counselor development as counselors become aware of areas for improvement; and
- Results in a balanced program.

See Appendix for Procedures for Administering a Time and Task Analysis, Procedure 6, page 92.

See Appendix B, page 146 for Example Local District Time and Task Analysis.

Document Mission and Standards

After the student career development standards are developed, the steering committee writes a description of the mission of the career development program and the local standards, including a recommended grade level scope and sequence. The advisory council reviews and makes recommendations based on the information. The mission statement and local standards become the first two sections of the Career Development Program Plan. Activities, performance objectives, and measures will be developed for these competencies and indicators later in the implementation process.

Obtain Administrative Endorsement

Administrative endorsement of the mission and local standards needs to be obtained from the building principal, district director of guidance, school board, and/or other key groups and individuals. Include the letter of endorsement from the advisory committee and a summary of the needs assessment data to support the standards. These can be used for public information purposes and to gain community support.

Initiate Evaluation Planning

Before beginning program development, it is important to outline the process to be used to evaluate its effectiveness. Evaluation is the comparison of performance against standards to determine discrepancies between intended and actual results. Both product and process evaluation are necessary to review and revise. Process evaluation reviews the program's procedures, structure, and schedule. Product evaluation assesses the extent to which the program was effective in helping students attain the competencies as specified by the standards. It provides information needed to identify discrepancies between desired and actual individual performance. The evaluation plan requires several considerations:

- Involve groups that will be affected by the evaluation;
- Use the Steering Committee and Advisory Council for advice;
- Protect the rights and welfare of those providing the evaluation information; and
- Review evaluation plans so personal feelings and biases do not distort the evaluation.

See Appendix B, page 145 for Example Local District Mission Statement.

SUMMARY CHECKLIST FOR STEP II: ESTABLISH LOCAL STANDARDS

Tasks	Date Completed
1. Conduct needs assessment	_____
A. Identify respondents	_____
B. Finalize the needs assessment instrument	_____
C. Collect needs assessment data	_____
D. Analyze needs assessment data	_____
2. Review student career development standards	_____
A. Select competencies and indicators for local standards	_____
B. Develop scope and sequence	_____
C. Document mission and local standards	_____
D. Obtain administrative endorsement	_____
3. Conduct a Time and Task Analysis	_____
A. Identify respondents	_____
B. Finalize the instrument and procedures	_____
C. Check progress	_____
D. Collect time and task data	_____
E. Analyze time and task data	_____

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STEP 3: IMPROVE THE PROGRAM

Focus on Key Concepts

These five key components provide the focus during the development phase:

1. A career guidance and counseling program is identifiable but integrated with other areas of the comprehensive guidance and counseling program including personal/social and educational. In addition, it is coordinated with other school programs and articulated with career development at other educational levels.

2. Its purpose is to enhance the career development attitudes, skills, and knowledge of all students through a set of student competencies and indicators that provide standards against which the program is evaluated.

3. It uses coordinated activities that are designed to support student achievement of the local student career development standards.

4. Its structure supports the delivery of the program, including qualified leadership, diversified staffing, adequate facilities and materials, financial resources, and effective management.

5. It is accountable with evaluation that is based on the effectiveness of the program in supporting student achievement of the local standards.

Direct Committees

This stage of implementation requires extensive time and effort from the Steering Committee, Advisory Council, and the work groups. The Steering Committee leads and manages the work groups to ensure all activities are taking place on schedule and with quality effort. The timeline for development depends on how comprehensive your current program is and on the data gathered during planning. If little or no program is in place, the development phase may take six months. Revising an existing program will take less time. The Advisory Council members continue to meet individually with their assigned work groups and at council meetings to review progress and offer advice.

Program articulation is a prime consideration of the Steering Committee. Articulation is the process of maintaining linkages with career development programs at other educational levels. The program must be coordinated with those offered by other schools, agencies, institutions, and organizations. The purpose of articulation is to provide program continuity and to reinforce student learning at each level while avoiding unnecessary duplication. Effective articulation includes the establishment of linkages, frequent communication, and coordinated planning.

See Appendix for Articulation Guidelines, Procedure 7, page 98.

Review the Current Program

The program review determines how well the current program activities relate to the established standards and sets priorities for program improvement. Members of the program development team and/or the steering committee spearhead the review. This task force may include teachers, counselors, the district guidance coordinator, state department personnel, members of the advisory council, counselor educators, district consultants, district staff with evaluation expertise, etc. Members of the task force identify the information needed for the review, collect and analyze the information, and set program priorities.

Identify types of information needed

Specific questions to be addressed by the program review task force include:

- What guidance processes and activities are being used to achieve each standard?
- What audience is being reached by these processes and activities?
- What is the current program structure?
- What are the strengths of the current program?
- What areas need to be improved?
- What are some recommendations for change?

The comprehensive review will identify and examine all guidance and counseling and instructional activities related to the competencies not just the district's designated career development activities. For example, the Students-At-Risk program may include self-esteem activities which parallel career development competencies and indicators. A review of this depth will reveal any unnecessary duplications among the various programs or between campuses.

See Appendix for Procedure 8, Conducting a Program Review, page 101.

See Appendix for Procedure 9, Career Development Program Review Form, page 102.

See Appendix B, Resources and Process Checklist, page 150.

Collect information

When collecting review information, utilize existing resources as much as possible. The current guidance plan, Sunset Evaluations, in-house evaluations, Texas Education Agency monitoring reports, and district curriculum guides are a few examples of existing materials which will provide needed information for the review. The steering committee or task force manages the collection process, but additional district personnel assist. Department chairpeople, curriculum supervisors, the guidance director, program directors, and building principals can provide much of the review information.

By developing a task-timeline for the collection of information, steering committee and/or task force members can proceed with the process. Steps in the task-timeline include:

- Specifying who will collect what types of information;
- Determining the methods of collection;
- Assigning a due date for the materials;
- Specifying personnel responsible for collating the information; and
- Developing a written summary of the material.

Set Program Improvement Priorities

The review team will meet to analyze the results of the program review and set program improvement priorities. Issues to be resolved in setting priorities are:

- Identifying the strengths and weaknesses of the program as related to each of the standards;
- Comparing these strengths and weaknesses to the needs assessment results;
- Determining the strengths and weaknesses of the current program structure;
- Recommending program revisions; and
- Prioritizing these recommendations.

The review team's summary and recommendations will provide direction for program improvement. The summary can also be used to gain adminstrative support for the program improvement process. The results provide the basis for improving the career development program which is an ongoing process.

Improve/Revise the Career Guidance Program

The improvements can be phased in by revising the program for one grade level each year. Another implementation method is to address the competencies in highest need of improvement during the first year, those of moderate need the next year, and so on. Program improvement will eventually consist of updating as new information becomes available. To complete the plan, the Program Development Team must obtain new program ideas, design the revised and improved program, and complete the new career guidance and counseling program plan.

Research New Career Development Activities

The steering committee will develop a plan for obtaining information from possible sources of career development activities and processes. As information is acquired, it will be organized and prepared for use in program improvement. Several suggested sources of information about possible career development activities and processes are listed below:

Program Resource Materials. Appendix B, page 126, contains a listing of program materials that have been developed by states, local school districts, professional associations, and publishers. These materials address the development and implementation of standards for career development programs and illustrate a variety of activities.

State-Level Guidelines. Check with your state supervisor of career development to identify any state-level materials that might suggest program options.

TEXAS: Sylvia Clark, Program Director
Vocational/Career Guidance Programs
Texas Education Agency
1701 North Congress
Austin, TX 78701
(512) 463-9443

Consultants. Possible resource people include guidance and career development staff from the local district administrative office, vocational counselors, counselors, occupational specialists, career investigation teachers, subject area teachers from other buildings in the district, resource persons from other districts, state department vocational guidance personnel, career development consultants, and counselor/career development educators.

Conferences and Workshops. Attend conferences and workshops to obtain information about new career program activities.

TEXAS:

TVGA/TEA Summer Conference:
Date: July/August
Contact: Sylvia Clark, TEA

Texas Association for Counseling and Development Annual Conference:
Date: November
Contact: Sylvia Clark, TEA

TVGA/TEA Winter Conference:
Date: February
Contact: Sylvia Clark, TEA

TEA Counselor Conferences:
Date: Spring
Contact: Sylvia Clark, TEA

For information concerning regional/area conferences, contact Sylvia Clark, TEA Director of Vocational/Career Guidance.

Visitations. Visit exemplary programs in the state to observe the program and talk with counselors and teachers in order to gain more information about how to implement the activity in your school.

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Texas has had one pilot site for implementing career development for grades 7-12. For more information contact the Vocational Director's office in each district to be referred to the pilot site coordinators.

Denton Independent School District
1307 North Locust Street
Denton, Texas 76201
(817) 387-6151

Educational Resources Information Center (ERIC). Eric has a computer database of information on all types of educational programs. ERIC contains a wealth of career development program information. ERIC is available at many information resource centers at large city schools, intermediate school districts, state departments of education, or college libraries. For more specific information, contact the ERIC Clearinghouse on Counseling and Personnel Services, School of Education, University of Michigan, Ann Arbor, MI 48109.

National Occupational Information Coordinating Committee (NOICC) and State Occupational Information Coordinating 9Committee (SOICC). NOICC and its network of SOICCs are involved in the development and use of labor market information. As part of its activities, the NOICC/SOICC network develops and maintains state career information delivery systems (CIDS). The Texas SOICC provides a free counselor's packet of career development information and activities. For more information on CIDS activities in Texas, contact the Director of SOICC:

Contact: Texas SOICC
Michael Fernandez
TEC Building Room 526T
15th & Congress
Austin, Texas 78778
(512) 463-2399
1-800-822-7526

Professional Associations. A number of national and state professional associations are committed to providing information to improve career development programs. Major associations associated with this mission are the National Career Development Association, a division of the American Association of Counseling and Development, 5999 Stevenson Avenue, Alexandria, VA 22304, and the Guidance Division of the American Vocational Association, 1410 King Street, Alexandria, VA 22314. These associations publish jornals and books, conduct conferences, support state branches, and provide resource services related to career guidance and counseling programs.

Vocational Guidance Personnel. Vocational guidance personnel are an excellent source of information and resource for assistance throughout the development of the program. In many districts, vocational guidance personnel have coordinated career development programs for years. The three job titles within vocational guidance are career investigation teacher, vocational counselor, and job placement coordinator. At the middle school/junior high level, vocational guidance focuses on providing career development information and activities in the classroom. The essential elements of the **Career Investigation** course mesh with the national competencies. At the high school level, the duties of the vocational counselor include:

- Coordinating and disseminating career information;
- Providing interest and aptitude testing and interpretation;
- Assisting students with educational and job placement;
- Conducting follow-up studies of vocational programs;
- Coordinating the district Career Centers;
- Assisting students with vocational opportunities and experiences such as career days;
- Maintaining a working relationship with postsecondary schools, military liasons, and other agencies;
- Providing career and educational information;
- Promoting equal access;
- Providing counseling and supportive services for students with special needs;
- Presenting information about vocational programs to interested business and community groups, including nontraditional careers; and
- Determining vocational education program needs.

The Job Placement Coordinator acts as a liason between businesses and the school, and assist students with job placement. The Job Placement Coordinator provides exit services to early leavers. The JPC assists students by providing transitional services such as employability skills information. The JPC helps place graduates in jobs and conducts follow-up studies.

Design the Improved Program

The Program Development Team may need to be supported by specific design teams to develop new processes and activities. The design teams may be formed either by competency areas, grade level, subject area, etc. (see Step One: Organize Work Groups). The design teams need to work closely with the Evaluation Team to develop evaluation measures for the indicators as they design activities.

It is important to provide the design teams with the time and resources needed to complete the work. The steering committee chair should arrange for release time, use of professional development days, convenient meeting times, or special summer workshops. During this process, the program review task force will monitor the design teams and provide the resources needed for program improvement.

The design process will focus on selecting existing activities or developing new activities to support each standard. The design teams will review information that has been collected about new career development activities and select activities for use in the improved program. The design team will look for activities which are:

- effective in helping students develop the desired career development attitudes, knowledge, and skills;
- appropriate for the needs of the students;
- compatible with the expertise of the district staff;
- compatible with readily available resources.

If activities cannot be identified from existing sources, the design teams will need to develop them.

See Appendix for Improving the Program and Career Development Program Plan, Procedure 10, page 105.

Document the improved program

The steering committee completes this task using the elements of the "Career Development Program Plan." (see pages for an overview of the "Career Development Program Plan"). Competencies, indicators, and standards define program content, and the three broad areas of career planning, self-knowledge, and educational and occupational exploration, are the basis for the program content organization. Members determined the program content in **Step Two: Establish Local Standards** when the mission statement and student standards section of the plan were completed. During the revision, the steering committee reviewed all the activities from the design team and organized all information for the remaining sections.

The Program Description contains **program processes** or specific procedures incuding curriculum, counseling, assessment, information, placement, consultation, and referral. A number of states have developed guidelines and standards for comprehensive guidance and counseling programs that include the processes on the following page.

National Guidelines
Program Plan

- **Mission**
- **Career Development Standards**
- **Program Processes--processes, activities, audience, staff and schedule**
- **Program Structure--leadership, staff, facilities, budget, and management plan**
- **Program Schedule**
- **Evaluation Plan**

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For a sampling of career guidance presentations see Appendix Guidance Presentations, page 155 .

Classroom Instruction. Instructional processes include the career-related curriculum, classroom instruction, and peer support groups that help students develop knowledge, attitudes, and skills related to the career development competencies.

Curriculum activities are planned and sequential; they involve the counselor, the occupational specialist, teachers, and other key school personnel.

Counseling. Counseling is a process in which students interact with a professional counselor either individually or in small groups. Counseling focuses on helping individual students explore personal interests, needs, and abilities and planning educational and leisure activities based on these. The main emphasis in counseling is developmental, but it may also address current crises or personal issues that are inhibiting healthy career development.

Vocational Guidance Personnel. These specialists coordinate career information, placement and follow-up for middle and high schools. In middle school the program focuses viding career development information and activities. In high schools they act as liasons between businesses and the school, and work to find part-time jobs for students. They also provides exit services to early leavers. In addition they helps place graduates in jobs, and provides follow-up information. They also coordinates school or district career days.

Assessment. Assessment includes the administration and interpretation of a variety of formal and informal measures and techniques to provide students with a clearer understanding of their individual skills, abilities, interests, achievements, and needs. Assessments may be conducted in both group and individual settings. A high quality assessment program makes available a variety of assessment processes that consider individual student needs and capabilities. All assessment procedures are evaluated to eliminate bias in measurement that might invalidate their use with specific groups with special attention to cultural, sex, and learning style bias.

Information. Resources are available to provide current, unbiased information to students about occupations and educational programs. A variety of information resources should be available including print and media materials, simulated activities, computer-based resources, and resource people who can serve as occupational role models. The emphasis should be on occupational clusters rather than specific occupations. The program provides a variety of opportunities for students to access and use information through such strategies as structured group and individual activities.

Placement. Placement involves providing resources and assistance to enable students to experience a successful transition to the next school. Placement activities include the collection and dissemination of current, accurate information; clarification of the new school program; and transition coordination and assistance as students move to a new school, middle, high school, and post secondary school, and to work.

Consultation. Consultation is the process of supporting students' career development by providing direct assistance to teachers, administrators, parents, and others who interact with students. The purpose of consultation is to help these individuals understand the nature of career development, the unique needs of individual students, the career development needs of various developmental levels, and effective strategies for supporting career development. Consultation expands resources by involving a larger number of people in the program.

Referral.Career development,like other aspects of human development,can be inhibited by a number of conditions.Career guidance and counseling programs should recognize such needs and make appropriate referrals.The program needs to maintain ongoing linkages to school-based,community,and private referral sources and to coordinate career-related services for individual students with the referral agency.

SAMPLE STANDARDS

ELEMENTARY SCHOOL - COMPETENCY II: SKILLS TO INTERACT WITH OTHERS

Indicator: Make positive statements about self and others.

Standard: During a classroom discussion about skills learned in school that might be used on the job, the student will be able to describe three skills that he or she has and three skills that another student in the class has.

MIDDLE/JUNIOR HIGH SCHOOL - COMPETENCY VI: SKILLS TO LOCATE, UNDERSTAND AND USE CAREER INFORMATION.

Indicator: Demonstrate skills in using school and community resources to learn about occupational groups.

Standard: When writing a report on an occupational group of interest to the student, he or she will use at least two written materials and one human resource to obtain information.

HIGH SCHOOL - COMPETENCY X: UNDERSTANDING THE INTERRELATIONSHIP OF LIFE ROLES

Indicator: Describe the ways in which occupational choices may affect lifestyle.

Standard: After an interview with a parent or friend, the student can describe one way in which the individual's job affects each of the following: family life, financial resources, relationships with friends, and leisure activities.

ADULT - COMPETENCY XII: SKILLS TO MAKE CAREER TRANSITIONS

Indicator: Describe strategies to use during transitions, approaches such as networks and stress management.

Standard: During an interview with a counselor, the dislocated worker will name three people that he or she can use for support and three positive activities that he or she can use to reduce stress during his or her career transition.

Figure 7

The career development **program structure** provides the program's support framework and defines the organizational capabilities. The structural resources include leadership, personnel, facilities, budget, and a management plan.

Leadership must be provided by qualified counselors or other career development professionals. They are responsible for specifying program objectives, analyzing individual and group needs, developing appropriate educational experiences, and monitoring individual achievement. The guidance program will be more effective with a director of guidance especially one with an extensive counseling background and management skills. The director of guidance needs a strong counselor education background and comprehensive counseling experience, preferably in all grade levels and the three program content areas. Large districts may choose to designate one counselor from each building as the guidance spokesperson and/or manager. This assignment would be similar to a department chairperson.

Staffing Patterns include descriptions of each type of staff who has a role in the program as well as guidelines.
To implement the program, professional staff need to be skilled in career planning, counseling, placement, instructional design, evaluation, and management. The size of the support staff should be sufficient to perform the secretarial tasks of reception, appointment, and scheduling, and other clerical tasks required by the program. Volunteers and community resource people are also important in the delivery of the career guidance and counseling program.

The following considerations may be helpful in determining counselor assignments.

> All counselors are responsible for all domains.

> The workload must be evenly distributed based on the special talents of the staff members as well as the student to counselor ratio.

> Identifying and utilizing the special skills of staff members may be helpful. Differentiated assignments of counselors may best serve the program. The time and task analysis will help determine these decisions.

> Participatory management practices are recommended.
Employees are more enthusiastic and more efficient when they have a role in solving problems and making decisions which impact themselves.

> Sufficient secretarial support is essential for the counselors to achieve the program goals. What is considered sufficient support? In the recently developed Idaho Comprehensive Guidance and Counseling Program Model, the Idaho State Department of Education and the Idaho State Division of Vocational Education recommend one guidance secretary per 900 students; a ratio of 900:1.

> The counseling staff must adapt to the students' needs - not vice versa. Counselors must stress uniformity in the delivery of program activities.

Staff Competencies

Drawing on the competencies created by NCDA, the National Career Development Guidelines initiative outlined competencies for staff who deliver career guidance and counseling programs. As shown below, they are organized in seven major areas: counseling, information, individual and group assessment, management and administration, implementation, consultation, and specific populations. Career counselors who have been certified by the NBCC have demonstrated their skills in all areas. Other career development staff should be expected to have attained some, but not all, of the competencies listed.

Counseling

Knowledge of developmental issues individuals address throughout the life span.
Knowledge of counseling and career development theories and techniques.
Knowledge of decision making and transition models.
Knowledge of role relationships to facilitate personal, family, and career development.
Knowledge of different cultures to interact effectively with all populations.
Skills to build productive relationships with counselees.
Skills to use appropriate individual and group counseling techniques to assist individuals with career decisions and career development concerns.
Skills to assist individuals in identifying influencing factors in career decision making, such as family, friends, educational opportunities, and finances.
Skills to assist individuals in changing biased attitudes that stereotype others by gender, race, age, and culture.
Skills to assist individuals in understanding the relationship between interpersonal skills and success in the workplace.
Skills to assist individuals in setting goals and identifying strategies for reaching goals.
Skills to assist individuals in continually reassessing their goals, values, interests, and career decisions.
Skills to assist individuals in preparing for multiple roles throughout their lives.

Information

Knowledge of changes taking place in the economy, society, and job market.
Knowledge of education, training, employment trends, labor market, and career resources.
Knowledge of basic concepts related to career counseling such as career development, career progression, and career patterns.
Knowledge of the changing gender roles and how these impact on work, family, and leisure.
Knowledge of employment information and career planning materials.
Knowledge of employment-related requirements such as labor laws, licensing, credentialing, and certification.
Knowledge of state and local referral services or agencies for job, financial, social, and personal service.
Knowledge of federal and state legislation that may influence career development programs.
Skills to use career development resources and techniques designed for specific groups.
Skills to use computer-based career information systems.

Individual and Group Assessment

Knowledge of assessment techniques and measures of skills, abilities, aptitudes, interests, values, and personalities.
Skills to identify assessment resources appropriate for specific situations and populations.
Skills to evaluate assessment resources and techniques related so that their validity, reliability, and relationships to race, gender, age, and ethnicity can be determined.
Skills to administer, interpret, and personalize assessment data in relation to the career development needs of the individual.

Management and Administration	Knowledge of program designs that can be used in organizing career development programs. Knowledge of needs assessment techniques and practices. Knowledge of management concepts, leadership styles, and techniques to implement change. Skills to assess the effectiveness of career development programs. Skills to identify staff competencies for effective career development programs. Skills to prepare proposals, budgets, and timelines for career development programs. Skills to identify, develop, and use record keeping methods. Skills to design, conduct, analyze, and report the assessment of individual and program outcomes.
Implementation	Knowledge of program adoption and planned change strategies. Knowledge of barriers affecting the implementation of career development programs. Skills to implement individual and group programs in a variety of areas such as assessment decision making, job seeking, career information and career counseling. Skills to implement public relations efforts which promote career development activities and services. Skills to establish linkages with community-based organizations.
Consultation	Knowledge of consulting strategies and consulting models. Skills to assist staff in understanding how to incorporate career development concepts into their offerings to program participants. Skills to consult with influential parties such as employers, community groups and the general public. Skills to convey program goals and achievements to legislators, professional groups, and other key leaders.
Specific Populations	Knowledge of differing cultural values and their relationship to work values. Knowledge of unique career planning needs of minorities, women, the handicapped, and older persons. Knowledge of alternative approaches to career planning needs for individuals with specific needs. Skills to identify community resources and establish linkages to assist adults with specific needs. Skills to find appropriate methods or resources to communicate with limited English proficient individuals.

Facilities include physical space, equipment, materials, and supplies. To support an adequate career guidance and counseling program, the following facilities are recommended: reception area, staff offices, interview and/or counseling rooms, rooms for group meetings and training sessions, career resource centers, and work and storage areas. The counseling and training rooms should provide:

* privacy;
* adequate ventilation and lighting;
* soundproofing;
* power sources for audiovisual aids;
* easy accessibility for students;
* easy counselor access to comprehensive K-12 records and computer terminals;
* well-organized and well-displayed collection of guidance resource materials;
* individual phone for each counselor; and
* consistent adult supervision in the reception area.

Career Center Approach

Just as the counselor can provide a focal point for career development in a school, the career center can serve as the centerpiece. Often the career center is an outgrowth of the counseling office; ideally, it is located in close proximity to the counseling office to ensure the counseling staff has access to its resources. Staffing is important: some schools designate a counselor, secretary, career center aide, or career center coordinator (who may also be a teacher) to staff the center; many rely on volunteer assistance.

Services and resources of a career center can cover a wide scope of career and postsecondary educational needs. The Career Information System delivery systems are housed in the center. Other written and audio-visual resources on occupations, testing, job search, and post-secondary schools are provided. Most centers maintain a filing system for miscellaneous articles and pamphlets that is compatible with the CIS classification systems. Books on college selection, financial aid, careers in various fields, personal career development, and job search are available. The career center may be the clearinghouse for materials used in classes by other teachers, for interest inventories and aptitude testing, for SAT preparation, for military recruiters' visits, and for the cooperative work experience program.

The career center cannot, however, operate in a vacuum. It needs a forum for student orientation, prescribed student activities, a tracking system, and classroom and counseling support and integration with its services and resources.

CAREER INFORMATION CENTER

The functions of a Career Information Center are to:

1. Maintain close contact with local business and industry.
2. Maintain close contact with State and Federal Employment agencies.
3. Maintain close contact with all of the school's work experience coordinators.
4. Maintain current information about all occupations.
5. Provide job search techniques for all students seeking such help.
6. Provide job opportunities for all students who are looking for work.
7. Assist all students using the employment services with their future plans.
8. Offer students the opportunity to fill out an employment application.
9. Offer students the opportunity to take a job interview.
10. Use the results of standardized tests and interest surveys when placing students on a job.
11. Provide all students the opportunity to obtain a social security card and a work permit.
12. Be familiar with federal and state child labor laws.
13. Conduct a follow-up study for all students leaving school.
14. Offer all employment services to ex-students.
15. Assist all teachers in obtaining outside resources in a variety of careers.
16. Assist in developing a Career Information Center.

*From Oregon State Guidance Model - High School Level, 1985. Appendix 8, page 49.

Budget details the projected financial resources required. Counselors must have active participation in guidance budget decisions, and the guidance budget must be separate from the administrative budget. Adequate funding should be included in the budget so staff may attend workshops, seminars, conferences, and professional association conventions. These professional development meetings upgrade staff skills and keep counseling staff abreast of new processes, methods, and materials. Professional literature should be purchased for staff use. Funding should provide for obtraining and training staff to use computer-based career information delivery systems, assessment instruments, books and periodicals, career briefs, videotapes, and other aids. To best utilize the budget, staff needs to consider current resources, current needs which are prioritized according to needs survey results, and alternate funding sources. Staff need to maintain a wish list at all times in case of unexpected, last-minute funding.

Management Plan includes a description of all management tasks needed to ensure successful implementation of the program including the areas of coordination, evaluation and research, public relations, articulation, and staff development.

Program Schedule. This section will provide a schedule for the delivery of the program. Activities should be listed by month and grade.

See Appendix B for Sample Calendar of Events, page 157.

Design the Evaluation

The Evaluation Team will determine procedures for conducting the process and product evaluation of the new program. A summary of the plan will be documented and included as the last element of the Career Guidance and Counseling Program Plan. See Step V: Evaluate the Program for further information.

Obtain Administrative Support of the Plan

Administrative endorsement of the "Career Development Program Plan" will be obtained from the appropriate administrative levels. The plan can also be used for public information purposes and to gain community support for the program.

SUMMARY CHECKLIST FOR STEP III: IMPROVE THE PROGRAM

Tasks	Date Completed
1. Conduct a review of the current program	_____
A. Identify types of information needed	_____
B. Collect information	_____
C. Set program improvement priorities	_____
2. Improve the career development program	_____
A. Obtain information about new career development activities	_____
B. Design the improved program	_____
C. Develop the career development program plan	_____

STEP IV: IMPLEMENT THE PROGRAM

SECURE RESOURCES AND STAFF TIME

Secure Resources

The chair of the steering committee should assume responsibility for requesting the resources needed to implement the improved career development program. The budget and description of resources (physical facilities, equipment, and materials and supplies) from the Career Development Program Plan provide documentation and support for these needs. A commitment of adequate financial resources from the building administrator and/or central administration is essential for successful implementation.

Ensure Staff Time

It is extremely important to guarantee that counselors, teachers, and other staff have sufficient time to deliver the program. Currently, counselors, occupational specialists, and teachers are experiencing many demands on their time. It may be helpful to complete an analysis of the current use of counselor time. One approach is to have counselors keep daily time logs for a period of time such as a month and categorize their activities.

Another approach is to work with counselors to identify current roles and responsibilities, to cluster activities according to the type of activity, and to identify responsibilities that could be eliminated. It should be noted that many of the goals of career development overlap with goals of the total guidance and counseling program and the subject matter curriculum. Many of the activities in the improved career development program will replace or expand existing activities rather than require additional activities.

Based on this analysis of time, revised staff roles will be developed indicating responsibilities that will be changed to provide time for implementation of the improved program. The chair of the steering committee should then initiate discussions that will lead to these revised roles with appropriate persons such as the building principal, district guidance supervisor and curriculum supervisor, and/or other district administrators.

CONDUCT STAFF DEVELOPMENT

Conduct Orientation to Improved Program

The steering committee and others who have been involved in design teams should conduct an initial orientation to the improved program for other staff who will be involved in program implementation. This orientation can be conducted with the total staff group or with smaller groups by grade level or type of staff, e.g., teachers or counselors. This intensive orientation provides an overview of the improved program, specific training on how to deliver new career development activities, and management, resource, and time reallocation that will support implementation.

Assess Staff Development Needs

Successful implementation of the improved career development program will depend on the extent to which counselors, teachers, and other staff have (1) the competencies (skills and knowledge) needed to coordinate and implement the improved program, and (2) a sense of ownership due to the involvement of themselves and their peers.

Staff will need staff development experiences to strengthen their skills related to career development. Areas of need will include:

- applying counseling skills to career development goals;
- developing guidance curriculum activities;

- identifying and using career information resources,
- conducting individual and group assessment activities, conducting effective consultation, coordinating the career program, and
- meeting the career development needs of special populations.

Prepare and Implement Staff Development Plans

Based on the results of a self-assessment of staff development needs, the steering committee should arrange professional development activities. Both group and individual staff development experiences are recommended. Group activities might be conducted during professional development days or at other arranged times. It is also recommended that individual staff members develop and complete individual professional development plans.

See the Appendix for Procedure 11, Conducting Process Evaluation, for forms and materials, page 107.

Staff Development Activities

Formal Graduate-Level Coursework. Graduate-level coursework in career development, counseling, testing and assessment, and career information.

Improved Career Decision Making course (ICDM). The ICDM materials have been developed through support from the National Occupational Information Coordinating Committee. ICDM is a sequential, integrated, and comprehensive curriculum that is designed to provide counselors with an understanding of labor market information and operations resources that can be used to help individuals make informed career decisions. Contact the Director of your State Occupational Information Coordinating Committee or State Director of Guidance to arrange training.

Workshops and Conferences. Conferences and workshops may include activities sponsored by professional associations or other groups. The recent focus on national credentialing of career counselors has stimulated a variety of professional development workshops that are endorsed by the National Board for Certified Counselors (NBCC). A list of approved professional development providers can be obtained by writing the NBCC, 5999 Stevenson Avenue, Alexandria, VA 22304.

Visitations. Visitations to other programs allow counselors and teachers to network with other professionals who have successful programs, observe career development activities, and question other counselors and teachers about how to use the activities most effectively.

Independent Study. Recommendations for independent learning materials and experiences can be obtained from the local district guidance supervisor and resource center staff, state department personnel, intermediate school district consultants, or counselor educators.

Summer Work Experiences. Summer work experiences in business and industry provide excellent opportunities for counselors and teachers to interact with persons in noneducational career settings, observe employee-employer work-related situations, and acquire first-hand knowledge about career development in the private sector.

Inservice Education Programs. Inservice programs that provide training on specific skills or new activities can be conducted by counselor educators, state-level staff, or other expert consultants.

Summer Institutes. Inservice workshops are offered as summer institutes to provide education and training related to math and science education.

MONITOR PROGRAM IMPLEMENTATION

The management schedule and program schedule sections of the "Career Development Program Plan" provide a basis for monitoring program implementation. The steering committee will assume responsibility for developing a monitoring plan. The program and management schedules can be reviewed on a regular basis to identify any problems in program implementation. If problems are identified, the steering committee should identify the source of the problem such as lack of time, resources, and/or skills and should find solutions.

Individual staff members can monitor their own activities using the program schedule. Meetings with the entire career development program staff held every two to three months can identify staff concerns, share successes, clarify the program schedule for the next two to three months, and identify design problems with specific activities.

The steering committee is encouraged to record information during the first year of implementation that can be used to strengthen implementation during the second year and to improve the program.

SUMMARY CHECKLIST FOR STEP IV: IMPLEMENT THE PROGRAM

Tasks	Date Completed
1. Secure resources and staff time	
A. Secure resources	
B. Ensure staff time	
2. Conduct staff development	
A. Conduct orientation to improved program	
B. Assess staff development needs	
C. Prepare and implement staff development plans	
3. Monitor program implementation	

STEP V: EVALUATE THE PROGRAM

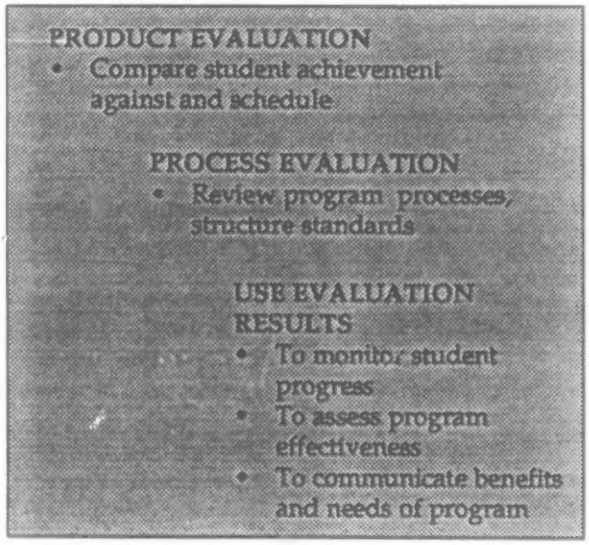
The purpose of evaluation is to determine the extent to which students attained the local student career development standards and to determine the success of the program implementation.

Tasks involved in program evaluation are:

- Design and conduct product evaluation
- Design and conduct process evaluation
- Use product and process evaluation results

Figure 4 describes the evaluation process that is recommended in this step.

EVALUATION PROCESS


PRODUCT EVALUATION
• Compare student achievement against and schedule
PROCESS EVALUATION
• Review program processes, structure standards
USE EVALUATION RESULTS
• To monitor student progress
• To assess program effectiveness
• To communicate benefits and needs of program

Types of Evaluation

Two major types of evaluation are needed to provide information for program decisions. These are product, evaluation, and process evaluation.

Product evaluation assesses the extent to which the program was effective in helping students attain the competencies and indicators that are specified in the local standards. It provides information needed to identify discrepancies between desired and actual student outcomes.

Process evaluation evaluates the program processes, structure, and schedule. It addresses such questions as: Was the program fully implemented within the specified timelines? What problems were encountered in implementing the program? Were the program processes and structure effective? What changes are indicated based on the implementation experience?

Benefits of Evaluation

Effective career development programs use the ongoing processes of review, revision, and implementation. Product and process evaluations provide information necessary to make informed program decisions. They provide information needed to modify your career development program to support the achievement of student career development standards. Evaluation information also helps you gain support for the program.

Evaluation Principles

As you design and conduct product and process evaluation, the following principles should be considered:

1. Evaluation is planned and conducted to encourage follow-through.
2. Audiences involved in or affected by the evaluation are involved in the evaluation process.
3. Evaluation is designed and conducted so that the rights and welfare of those providing information are respected and protected.

4. The value of the evaluation information justifies the resources used.

5. Safeguards are employed in the procedures to protect against distortion by personal feelings and biases of any party to the evaluation.

6. Information-gathering instruments and procedures are selected or developed to ensure that the information obtained is sufficiently reliable and its interpretation is valid for its intended use.

7. Practical procedures are used and disruption is kept to a minimum.

8. Sources of information are described in enough detail so that accuracy of the information can be assessed.

9. Data collected, processed, and reported are reviewed and corrected so that the evaluation is not flawed.

10. Perspectives, procedures, and rationale used to interpret findings are carefully described so that the bases for value judgments are clear.

11. Conclusions are explicitly stated and justified so that the audiences can assess them.

DESIGN AND CONDUCT PRODUCT EVALUATION

Methods of Measuring Career Development Outcomes

Career development competencies and indicators cover a variety of attitudes, skills, and knowledge across cognitive, effective, and psychomotor areas. The emphasis in career development competencies and indicators is not only on knowledge but also on the application of knowledge in career planning. Because career development competencies and indicators are diverse and focus on personal application in a variety of situations, measures should also be diverse and creative.

Measuring student achievement in career development is similar to measuring achievement in other subject areas. Measurement might take the form of standardized tests, teacher tests, classroom observation, or systems for monitoring individual learning objectives. The next section describes several methods and techniques of measuring career development competencies and indicators.

Design Product Evaluation

In designing evaluation measures each indicator can be translated to a performance objective and a measure developed to evaluate the objective. For example:

- **Competencies.** Competencies are broad career development goals.

  Example: Skills for locating and understanding career information.

- **Indicators.** Indicators describe specific attitudes, knowledge, and skills that students need to develop to achieve the competencies.

  Example: Students will demonstrate skills using school and community resources to learn about careers.

- **Performance Objectives.** Performance objectives state how and at what level your students will demonstrate their achievement of the indicators.

  Example: After an orientation to career resources, students will use at least three

sources of career information to develop a list of at least three occupational clusters related to their interests and identify two important jobs for each cluster that are performed in their community.

- **Measures.** Measures are the specific methods that will be used to assess the performance objectives.

  Example: The counselor will review the student's list for completeness: (a) at least three sources of career information were used, (b) at least three career areas, related to the student's interests, were identified, and (c) at least two community jobs for each cluster were identified.

The steering committee or an evaluation task force comprised of members of the steering committee and others such as evaluation specialists from the district, state department, or colleges and universities, will coordinate the evaluation process.

The steering committee or evaluation task force will develop a plan for designing measures to assess student achievement on each of the career development indicators. It is recommended that measures be designed in conjunction with the design of the improved career development program. The design teams in consultation with the evaluation task force will develop evaluation measures as they design program activities. The evaluation task force will provide training in developing evaluation measures for the design teams.

Conduct Product Evaluation

When measures have been developed for each indicator, the evaluation task force will develop a product evaluation plan that describes who will administer each measure and when it will be administered. It is recommended that the measures be administered by the staff member who conducts the activity. As measures are administered and scored, results should be forwarded to the evaluation task force.

When the evaluation task force has collected the information about student performance on the measures, they will complete an analysis of these results including a summary of the number and percentage of students who have attained the indicator. It is suggested that a group criterion level be established for each indicator, e.g., 80 percent of students specified in the sequence of delivery will successfully complete the measure. Using this criterion level, a group profile can be developed that compares actual group achievement to the group criterion level. In addition, it is recommended that a profile be developed for individual students showing which indicators the student has achieved.

Sources and Methods of Measuring Student Outcomes

Standardized Career Development Instruments. Career development instruments are a fairly recent development in standardized testing. These are discussed in A Counselor's Guide to Career Assessment Instruments (Kapes and Mastie, 1988). This publication and the publishers' test manuals identify standardized instruments for use in program evaluation.

State Assessment Programs. Many states have state-wide assessment programs. The objectives assessed may be similar to the career development indicators.

Locally Developed Career Assessment Measures. Using your local student career development competencies, the staff can design measures for specific indicators.

Interviews. Interviewing is an informational or data collection technique in which information about students' achievement levels can be obtained through one-to-one conversation. Typically, these interviews are conducted in person. A set of structured interview questions is the basis for the interview. This method provides the interviewer an opportunity to probe for further information if warranted by the initial response.

Diaries and Journals. Self-reporting logs and instruments are designed to measure students' activities, attitudes, and feelings. They are subjective and provide indicators of growth and change.

Checklists. It is often convenient and effective to develop checklists of behaviors, events, characteristics, or skills. In an unobtrusive, systematic way, observations of the students can then be made and recorded as they engage in program activities and interact with others.

Observations. Observations can be a very effective means for assessing students' achievement of competencies. Methods for recording observations can range from systematic observation instruments to audio or videotaping.

Simulations. Simulated situations, such as videotapes of group situations, can be used to provide a stimulus for assessment items that measure students' understanding of career development competencies.

Role Playing Situations. Role playing situations can provide an opportunity for students to demonstrate behaviors and application of knowledge in "life like" situations.

Paper and Pencil Tests. Objective, written test items can be developed or identified from existing teacher-developed tests to assess career development performance indicators. These can include multiple-choice, fill-in, true-false, etc. This type of item is most effective in assessing cognitive competencies and indicators.

Planning Forms. A variety of forms that provide the opportunity for students to describe their career-related plans can provide assessment information particularly in the career decision-making area.

DESIGN AND CONDUCT PROCESS EVALUATION

Design Process Evaluation

Process evaluation will follow the same general procedures that were used to conduct a review of the current career development program. The difference is that the process evaluation will focus on reviewing the implementation of your improved career development program.

The following specific questions need to be addressed by the program review:

- Were the career activities specified in the "Career Development Plan" fully implemented according to schedule?
- Did the process accomplish the delivery of the product?
- Was the program structure specified in the "Career Development Plan" fully implemented?
- Was it effective in supporting the delivery of the program?
- What are the strengths of the program?
- What areas of the program need to be improved?
- What are some recommendations for change?
- What are the critical incidents or achievements that are "musts" for the success of the program?

A survey should be developed for use in collecting process evaluation information.

See the Appendix fo Procedure 11, Conducting Process Evaluation, for forms and materials, page 107.

Conduct Process Evaluation

Although the steering committee or evaluation task force will manage the process evaluation, other staff such as other counselors, occupational specialists, and teachers may be involved in collecting information needed to complete the process evaluation survey. Resource persons such as the district-level student services personnel or guidance director, state department guidance and career development consultants, school district consultants, and counselor educators may also be involved in the process.

A task-timeline should be developed to help manage the process evaluation. This should specify who will collect what types of information by what date. The steering committee or evaluation task force will have responsibility for monitoring the information collection process and helping to resolve problems that might arise.

When the survey has been completed the steering committee or evaluation task force should develop a written summary of the process evaluation results.

USE EVALUATION RESULTS

The uses of evaluation results include:

- Monitor the achievement of individual students on career development competencies and indicators, and develop a plan for increasing student achievement on competencies and indicators.
- Determine the effectiveness of the career development program for enhancing student attainment of the local student career development standards.
- Communicate the strengths, benefits, and needs of the career development program.

Monitor Individual Student Achievement

The profile of achievement of individual students on the local career development standards developed during the product evaluation should be used by counselors and teachers to monitor student progress, individualize guidance and teaching activities, and help students formulate tentative career plans.

Sample Plans for elementary, middle, and high school are found in the Appendix, Procedure 12, page 111.

Determine Effectiveness of the Program

The results of the product and process evaluation will be used to assess the effectiveness of the career development program. The results should be summarized to describe the strengths and weaknesses of your program related to each of the student competencies in the local standards. The steering committee should meet to review the results of the program review and set program improvement priorities.

The committee should address the following questions:

- What were the attainment levels of our students on our local student career development standards?

- Based on student attainment information, which competencies and indicators were most improved?
- Based on student attainment information, which competencies and indicators were least improved?
- Were the guidance and teaching activities specified in the "Career Development Program Plan" fully implemented according to schedule?
- Was the program structure specified in the "Career Development Program Plan" fully implemented and did it support implementation of the program?
- What are the priorities for program improvement?

A final written report will be developed that summarizes program strengths and weaknesses, identifies priorities for program improvement, and suggests improvements in the evaluation procedures. When program improvement priorities have been established, the steering committee will schedule and coordinate the program improvement process by completing activities similar to the those used to improve the career development program in Step III.

Communicate Strengths, Needs, and Benefits of the Program

The steering committee will use the "Career Development Program Plan" and the "Final Evaluation Report" to communicate the strengths, needs, and benefits of the program to key groups such as the school board, central administration, building-level administrators, parents and the community. The purpose of sharing this information is to increase awareness and understanding of the program, to increase support, and to justify the resources.

Process Evaluation Questions

This list of suggested questions help you evaluate your Career Guidance and Counseling Program Plan.

1. **Mission**
   a. Is the mission still appropriate or will it be revised?

2. **Career Development Standards**
   a. Does the program address all of the competencies and indicators?
   b. Does the program deliver these as specified in the sequence of delivery?

3. **Program Processes**
   a. Were the activities for each indicator conducted?
   b. Were they provided to all intended participants?
   c. Were they delivered as scheduled?
   d. Were there problems in delivery of specific activities?
   e. Are there suggested improvements for specific activities?

4. **Program Structure**

Leadership
   a. Did the program leader carry out his or her responsibilities?
   b. Did he or she have adequate time to coordinate the program?
   c. What problems did he or she have in coordinating the program?

Staffing
   a. Did each program staff member carry out his or her responsibilities?
   b. Did he or she have adequate time to complete these responsibilities?
   c. What problems did staff encounter in delivering the program?

Facilities
   a. Is adequate and appropriate physical space provided for the program? If not, what improvement is needed?
   b. Is adequate equipment provided for the program? If not, what additional materials are needed?
   c. Are necessary materials provided for the program? If not, what additional materials are needed?
   d. Are necessary supplies provided for the program? If not, what additional supplies are needed?

Budget
   a. Were adequate financial resources provided for the program? What additional financial resources are needed?

Management
   a. Were the tasks specified on the management plan completed as scheduled?
   b. Is the program coordinated with other programs? Are there any coordination problems? How might coordination be improved?
   c. Were the measures developed for each of the standards? Were they administered on schedule?
   d. Was a summary report of individual and group attainment of competencies and indicators developed?
   e. What public relations activities were conducted? What additional activities might be conducted?
   f. Were staff development needs assessed? Were individual and group staff development plans developed? Did staff receive adequate orientation to the revised program? Did they receive other staff development experiences? What additional staff development needs have been identified?
   g. Has a plan been developed to support coordination with other agencies and/or postsecondary educational institutions? Has the plan been implemented?

Figure 8 Process Evaluation Questions

SUMMARY CHECKLIST FOR STEP V: EVALUATE THE PROGRAM

Tasks	Date Completed
1. Design and conduct product evaluation	_____
A. Design product evaluation	_____
B. Conduct product evaluation	_____
2. Design and conduct process evaluation	_____
A. Design process evaluation	_____
B. Conduct process evaluation	_____
3. Use evaluation results	_____
A. Monitor individual student achievement	_____
B. Determine effectiveness of the program	_____
C. Communicate strengths, needs, and benefits of the program	_____

APPENDICES

PROCEDURES

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PROCEDURE 1

CAREER DEVELOPMENT INFORMATION BRIEF

INSTRUCTIONS: This sample brief can be used as the basis for information to be distributed to key groups and the media. You may want to work with a public relations expert.

Our school is currently faced with a number of important issues and needs. These include: (List the needs identified during the activity.)

Career development programs have been proven to be effective in addressing these needs and issues. Some of the benefits of career development that are particularly important to our school at this time include: (List the benefits identified during the activity.)

National leaders in career guidance and counseling have recognized these benefits but have also stressed that such benefits are tied to the quality and comprehensiveness of career guidance and counseling programs. The National Occupational Information Coordinating Committee responded to the need to foster excellence in career guidance through the National Career Development Guidelines Project. The goal of this national project was to develop and disseminate student and counselor competency guidelines, a program review and improvement process, and training materials for comprehensive career guidance and counseling programs from kindergarten through adulthood. The Florida Department of Education, through the Bureau of Career Development has produced The Florida Career Development Guide. The Florida Guide incorporates the goals from Florida Education Commissioner Betty Castor's Blueprint for Career Preparation. The Florida Guide is based on both the National Guidelines and on the Blueprint and is designed to support Florida school districts in developing comprehensive career development programs.

These materials provide a unique opportunity for our school to conduct a career development program review and improvement process, thus strengthening the effect that our program will have in response to pressing educational needs and issues. The development of the materials from the National Guidelines project involved more that 150 national, state, and local leaders in an advisory, review, and validation capacity. This ensures that the use of these materials for establishing student career development competencies and conducting the program review and improvement process will bring to our school the best national expert consensus about what constitutes a high quality career development program.

PROCEDURE 2

SELECT A STEERING COMMITTEE

DIRECTIONS: Use this chart to select steering committee members and arrange for release time.

Position	Appointed By	Release Time	Area of Expertise
District Level:			
Other District Level Personnel:			
Building Administrators:			
Counselors:			
Occupational Specialists:			
Teachers:			
Student Services:			

PROCEDURE 2

STEERING COMMITTEE – SAMPLE AGENDA ITEMS

DIRECTIONS: This list is a sample of possible items to be covered in the first and second steering committee meeting.

I. Committee operations

1. Define the committee purpose, individual expertise and responsibility.
2. Develop an initial time line that includes other personnel to be involved and meeting times.
3. Create a cooperative team environment.

II. Beginning the implementation process.

1. Choose and distribute implementation guidelines.
2. Define the functions of the steering committee within the guidelines being used.
3. Assign responsibility for securing school and district committments for time and resources.
4. Use the adopted guidelines for the next step.

PROCEDURE 3

ADVISORY COMMITTEE SELECTION CHART

DIRECTIONS: Use this chart to select committee members and arrange for commitments and time.

Groups Represented	Person Selected	Approval Authority	Steering Committee Person Responsible
Administrators:			
Guidance Staff:			
Occupational Specialists:			
Student Services:			
Parents:			
Private Sector:			
Counselors from Other Levels:			
Counselor Educators:			

PROCEDURE 4

NEEDS AND BENEFITS

DIRECTIONS: Fill in each area, discuss, and use to create benefits statements.

1. **Trend: Changing Student Population**

   Local Relevance:

   Career Development Benefits:

2. **Trend: Changing Workplace**

   Local Relevance:

   Career Development Benefits:

3. **Trend: Educational Excellence**

   Local Relevance:

   Career Development Benefits:

4. **Trend: Family Involvement**

   Local Relevance:

   Career Development Benefits:

5. **Trend: Program Accountability**

   Local Relevance:

   Career Development Benefits:

6. **Trend: Program Articulation**

   Local Relevance:

   Career Development Benefits:

PROCEDURE 5

ADMINISTERING A NEEDS ASSESSMENT INSTRUMENT

Identify Respondents

1

	X	%	#
Administrators			
Faculty			
Student Services Staff			

	X	%	#
Counselors			
Students			

Total

Finalize Needs Assessment Instrument

2

- ☐ Review the sample needs assessment instrument. Adapt or pick another instrument.
- ☐ Determine the number of alternate forms needed for administrators, students, etc.
- ☐ Will the needs assessment be computer scorable?

Collect Data

3

Respondents	Person Administering Instrument	Dates	Follow-up	Dates

Analyze Data

4

Task	Committee Member Responsible	Notes
1. Manage scoring.		
2. Manage statistical analysis of information		
3. Manage the report on the needs assessment instrument.		

CAREER DEVELOPMENT NEEDS ASSESSMENT
SAMPLE INSTRUMENT

POSITION: _____ Administrator _____ Teacher _____ Counselor
_____ Student _____ Parent _____ Other

GRADE LEVEL:

INSTRUCTIONS:

We are conducting a survey of the career development needs of our students. This survey lists attitudes, skills, and knowledge that are related to effective career awareness and exploration. Read each item and give it **two different ratings:** (1) **importance** - for students in our school, and (2) **student achievement** - your perceptions of how many students in our school already have the attitude, skills, or knowledge.

Circle your choice using the following **importance** scale:

Of Great Importance				**Of Little Importance**
5	4	3	2	1

Circle your choice using the following **student achievement** scale:

No Students 0-10%	**Few** 11-30%	**Some** 31-70%	**Most** 71-90%	**All Students** 91-100%
5	4	3	2	1

You may add an additional indicator in the space at the end of each competency if you think it is (1) important for our students, (2) relevant to the competency listed, and (3) not addressed by those indicators already listed.

A complete needs assessment instrument, based on the student competencies and indicators listed in this manual, is available through the Bureau of Career Development, Florida Department of Education, Florida Education Center, Tallahassee, Florida 32399-0400.

Career Development Needs Assessment *(con't)*

Competency 1: Knowledge of the influence of a positive self-concept on career development.

1. Students can access personal likes and dislikes.

Importance	*Perceived Achievement*	*Total*
5 4 3 2 1	5 4 3 2 1	_____

2. Students can assess individual attributes required for successfully fulfilling different role.

Importance	*Perceived Achievement*	*Total*
5 4 3 2 1	5 4 3 2 1	_____

3. Students can describe how one's behavior influences the feelings and actions of others.

Importance	*Perceived Achievement*	*Total*
5 4 3 2 1	5 4 3 2 1	_____

4. Students can identify environmental influences on attitude, behavior, and aptitudes and how they help determine self-uniqueness.

Importance	*Perceived Achievement*	*Total*
5 4 3 2 1	5 4 3 2 1	_____

5. Students can identify specific life experiences that are influenced by personal attributes and self-perceptions.

Importance	*Perceived Achievement*	*Total*
5 4 3 2 1	5 4 3 2 1	_____

6. Students can demonstrate an understanding of self as it relates to the development of a positive self-concept.

Importance	*Perceived Achievement*	*Total*
5 4 3 2 1	5 4 3 2 1	_____

7. Additional indicator-optional

Importance	*Perceived Achievement*	*Total*
5 4 3 2 1	5 4 3 2 1	_____

PROCEDURE 6

TIME AND TASK ANALYSIS LOG
15 MINUTE INTERVALS

CATEGORIES EXAMPLES OF ACTIVITIES	CURRICULUM CLASSROOM ACTIVITIES, GROUP ACTIVITIES	INDIVIDUAL PLANNING INDIVIDUAL ADVISEMENT, INDIVIDUAL ASSESSMENT, PLACEMENT, VOCATIONAL/ OCCUPATIONAL EXPLORATION	RESPONSIVE SERVICES CONSULTATION, PERSONAL COUNSELING, SMALL GROUPS INDIVIDUAL COUNSELING CRISES COUNSELING REFERRAL	SYSTEM SUPPORT RESEARCH, STAFF/ COMMUNITY DEVELOPMENT, COMMITTEE/ ADVISORY BOARDS, PROGRAM MANAGEMENT/ OPERATION	NON-COUNSELING ACTIVITIES BUS DUTY, LUNCHROOM DUTY, PLAYGROUND DUTY, BALANCING CLASS SIZES, BUILDING MASTER SCHEDULE, SUBSTITUTE TEACHING, FIGURING GPA'S,
7:00 - 7:15					
7:15 - 7:30					
7:30 - 7:45					
7:45 - 8:00					
8:00 - 8:15					
8:15 - 8:30					
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7:30 - 7:45					
7:45 - 8:00					
8:00 - 8:15					
8:15 - 8:30					
8:30 - 8:45					
8:45 - 9:00					
DAILY BLOCKS:					
Grand Total (Total Blocks):					
Daily Percentage:					

TIME AND TASK ANALYSIS LOG
30 MINUTE INTERVALS

CATEGORIES EAXAMPLES OF ACTIVITIES	CURRICULUM CLASSROOM ACTIVITIES, GROUP ACTIVITIES	INDIVIDUAL PLANNING INDIVIDUAL ADVISEMENT, INDIVIDUAL ASSESMENT, PLACEMENT, VOCATIONAL/ OCCUPATIONAL EXPLORATION	RESPONSIVE SERVICES CONSULTATION, PERSONAL COUNSELING, SMALL GROUPS INDIVIDUAL COUNSELING CRISES COUNSELING REFERRAL	SYSTEM SUPPORT RESEARCH, STAFF/ COMMUNITY DEVELOPMENT, COMMITTEE/ ADVISORY BOARDS, PROGRAM MANAGEMENT/ OPERATION	NON-COUNSELING ACTIVITIES BUS DUTY, LUNCHROOM DUTY, PLAYGROUND DUTY, BALANCING CLASS SIZES, BUILDING MASTER SCHEDULE, SUBSTITUTE TEACHING, FIGURING GPA'S,
7:00 - 7:30					
7:30 - 8:00					
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6:30 - 7:00					
7:00 - 7:30					
7:30 - 8:00					
8:00 - 8:30					
8:30 - 9:00					
DAILY BLOCKS:					
Grand Total (Total Blocks):					
Daily Percentage:					

Alaska School Counseling Program Guide. Developed by a Statewide Task Force of School Counselors and School Counseling Coordinators, 1989.

TIME AND TASK ANALYSIS SUMMARY SHEET

Week #	Curriculum	Individual Planning	Responsive Services	System Support	Administrative Activities
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

* Idaho Comprehensive Guidance and Counseling Program Model. 1988.

PROCEDURE 7

ARTICULATION GUIDELINES

Definition of Articulation

Since career development is a lifelong process and individuals differ in their rate of career development, it is important to develop articulation procedures to support the effective achievement of career development competencies within and across the five program levels.

Articulation is the process of coordinating programs both within and across levels. The purposes of articulation are to ensure a smooth transition from one level to another, to support the effective sequencing of program activities, and to avoid unnecessary duplication of learning.

Goals and Benefits

The goals and benefits of articulation include the following:

- Reinforce career development competencies within and across levels.
- Individualize programs to meet the career development needs of all students and adults.
- Reduce unnecessary duplication of learning both within and across levels.
- Improve the effectiveness of programs in supporting the achievement of career development competencies.
- Increase the continuity of career development assistance to students and adults across the life span.
- Improve the coordination of program components and activities both within and across program levels.

The Articulation Process

Articulation is an integral part of the program review and improvement process. Specific procedures that support articulation include the following:

Secure Administrative Support and Commitment

Support and endorsements need to be gained both within and between institutional levels. For example, within an institution, the administrator needs to endorse the concept of cross-grade level articulation. Between institutions, administrators need to endorse district-wide articulation between high school and postsecondary programs, between various levels such as elementary, middle and junior high school, and high school, and between various institutions that serve adults.

Utilize an Articulation Committee

Within various levels, articulation can be coordinated by a steering committee that includes representatives from various program areas (for example, at the postsecondary level, staff who represent various curriculum areas or who have contact with students at various stages in the postsecondary experience including admissions, academic advising, and placement personnel). Cross-level articulation can be supported by selecting members of steering committees at various levels to form an articulation committee. For example, representatives from the elementary, middle or junior high school and high school steering committees within a local district might form an articulation committee. At the adult level, an example might be an articulation committee with representatives from several institutions who serve adults, such as community college, a community-based organization, the state employment service office, and a private employer.

Develop an Articulation Plan

The articulation committee should develop an *Articulation Plan*. This plan should include (1) suggested sequencing of career development competencies, (2) procedures for coordinating program activities, and (3) procedures for communicating information about students' and adults' career development achievement across program levels. Sequencing should specify when career development competencies will be introduced and when they will be reinforced at subsequent levels. Program activity coordination should describe procedures to avoid duplication, to share facilities and resources when feasible, and to capitalize on staff expertise. Finally, information about students' and adults' career development achievement needs to be shared across all levels. The *Individual Career Plan* is a recommended strategy for documenting individual career and educational plans along with information about achievement related to the career development competencies. *The Articulation Plan* should specify how information from the *Individual Career Plan* will be transferred across program levels and used by staff both within and across program levels.

Implement the Articulation Plan

After the *Articulation Plan* is developed, specific steps need to be completed to implement the plan. First, the plan needs to be disseminated to all of those who have a role in implementing it. In addition, staff need to be trained so they can implement the plan. It is effective to conduct cross-level training sessions so staff in various levels can establish communication and clarify their individual roles. Next, staff need to implement the *Articulation Plan*. During this phase, it will be helpful for the articulation committee to communicate regularly with staff at various levels to identify and resolve implementation problems and to facilitate communication among staff at various levels. Finally, the articulation committee should monitor the transfer of information (e.g., the *Individual Career Plan*), across levels to be certain that the information is being transferred and used consistently.

Evaluate and Improve the Articulation Process

After the *Articulation Plan* has been implemented, the articulation committee needs to collect information that will evaluate the effectiveness of the articulation process. Evaluation questions that need to be addressed include the following:

Is the suggested sequencing of the career development competency standards appropriate to the needs of students and adults?

Are the recommendations for coordinating program activities working effectively?

Are the *Individual Career Plans* being used to strengthen and individualize program activities?

Are communication and coordination across levels supporting articulation? If not, what are the problems or barriers?

When information has been collected related to these questions, the articulation committee should review and modify the *Articulation Plan* based on these evaluation results.

Summary

Articulation will be most effective if it is addressed throughout the program review and improvement process. For example:

Administrative commitment to articulation is obtained at the initiation of the program review and improvement process along with other key administrative commitments.

The articulation committee is formed soon after the steering committees are formed at various levels so there is consistent communication across levels throughout the program review and improvement process.

A sequence for the delivery of career development competencies is developed to ensure reinforcement and continuity of standards across levels.

Procedures for coordinating program activities across levels are developed in conjunction with program revision plans at each level to ensure optimal use of resources and to avoid unnecessary duplication of learning experiences.

The evaluation of the articulation process is conducted parallel to the program evaluation so review of program components can be coordinated with revisions of the articulation process.

PROCEDURE 8

CONDUCTING A PROGRAM REVIEW

Types of Information

1

Program Components to Review	Program Structures to Review	Review Instrument

Collect Information

2

Respondents	Person Collecting Responses	Dates	Person Collecting Information

Set Program Priorities

3

1. Establish time line for reviewing information:

2. Establish process to determine priorities:

3. Final report
   Who:
   When:

PROCEDURE 9

CAREER DEVELOPMENT PROGRAM REVIEW FORM

This section of the review form provides a process for recording information about current guidance processes and activities organized by each of the student competencies and indicators. This form also provides space for the development or revision of the appropriate standard to replace the indicator.

TERMINOLOGY:

Competencies Broad, general goals which individuals should attain in order to cope effectively with lifelong career developmental tasks. These goals are organized by the three areas of self-knowledge, educational and occupational exploration, and career planning.

Indicators describe specific knowledge, skills, and abilities that students need to master to achieve a competency. **Sample Indicator:** Students will identify how skills taught in school subjects are used in various occupations.

Standards state how and at what level or rate the student will achieve that indicator. **Sample Standard:** Students will list at list two skills learned in their school subjects that are used in at least three occupations.

INSTRUCTIONS:

1. **Indicator.** List the indicators. All indicators for the competencies should be reviewed.

2. **Guidance Processes.** List the guidance process(es) that is/are being used for each indicator. Guidance processes include outreach, instruction/training, counseling, vocational evaluation and assessment, career information, placement, work experience, consultation, and referral/contracted services.

3. **Activity.** List the program activity(ies) that is/are being used for the indicator.

4. **Audience.** Describe which individuals (program participants) are receiving each activity.

5. **Overall Comments and Recommendations.** In this final section for each competency, list overall comments and recommendations including:
   Overall strengths and weaknesses of the program related to the competency and indicator.
   Recommended improvements including competencies and indicators that need to be strengthened and activities which might be added or substituted.
   Suggested standards to replace the indicators.

Career Development Program Review Form *(con't)*

Competency Number:

Competency Statement:

Indicator	Process	Activity	Audience

Overall strengths and weaknesses of the program related to the competency and indicators.

Recommended improvements in the competency and indicators including new processes and activities that might be added or substituted.

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CAREER GUIDANCE AND COUNSELING PROGRAM REVIEW FORM

Part II. Program Structure

The following information related to program structure will be collected.

A. Program Leadership

Is there a designated career guidance and counseling program leader?

What are his or her responsibilities?

Are others aware that this person is the leader?

Does this individual have time to provide leadership to the program?

B. Staffing

Which individuals have a role in staffing the program?

What are their specific responsibilities?

Do they have time to perform these responsibilities?

Do they have the expertise needed?

C. Facilities

What physical space is available for the program? Is it adequate in terms of size and privacy?

What equipment is available for the program? Is it adequate?

What materials are available for the program? Are they current and readily available when needed?

What supplies are available for the program? Are they adequate?

D. Budget

What budget is available for the program? Is it adequate?

E. Management

How is the program coordinated with other school programs? How might coordination be improved?

Is the program evaluated periodically? Is the evaluation information adequate to support the effectiveness of the program?

Does the program conduct public relations activities? Are they effective?

Does the program include regular staff development activities? Are they responsive to staff needs?

Is the program articulated with career guidance and counseling programs at other educational levels? Do the articulation procedures reduce program duplication and gaps?

Is the program coordinated with other programs that serve our students?

Part III. Program Schedule

Is there a master schedule or specified timeline for the delivery of the program? Does the program leader monitor the schedule?

PROCEDURE 10

IMPROVING THE PROGRAM

INSTRUCTIONS: The steering committee should meet to summarize information from the program review and from the work of the design teams. The committee will organize the information needed for the plan and determine how the plan will be developed. The chair may take responsibility for writing the plan or subgroups may be formed around sections of the plan.

1. **Program Description**. Using the "Program Activity Design Forms," a summary of the program by each competency should be developed giving the indicator and standard, the program process, a brief description of the activity, the grade level of students, the staff member responsible, and the date when it will be completed.

2. **Staff Role Descriptions**. Role descriptions should be developed for the program leader and for other staff such as counselors, teachers, librarian, and others including resource persons, volunteers, or students if they are involved in the program. The role descriptions should include general activities that will be completed by each type of staff drawn from the summary of the program. In addition, management and coordination responsibilities should be listed including leadership, evaluation, public relations, articulation, and staff development.

3. **Program Resources**. A list of resources needed to conduct the program should be developed. This includes physical space, equipment, materials, and supplies.

4. **Budget**. A budget should be developed listing financial resources needs in such areas as equipment, facilities, supplies, and staff development.

5. **Management Schedule**. A list of all management tasks should include task, personnel responsible, and date completed. Include coordination, evaluation, public relations, articulation, and staff development.

6. **Program Schedule**. A schedule should be developed listing all program activities arranged by month and grade level.

7. **Program Guide**. The "Program Activity Design Forms" should be collated into a separate program guide to be used by staff who will conduct the program.

CAREER GUIDANCE AND COUNSELING PROGRAM PLAN FORM

Program Description

Competency:

Indicator	Process	Activity	Audience	Staff	Date

Staff Roles and Responsibilities. List responsibilities based on the revised program organized by such processes as outreach, counseling, assessment, instruction, career information, work experience, referral, consultation, placement, follow-up, and management.

Program Leader

Staff

Program Resources. Make a complete list of needed resources based on the revised program.

Physical Facilities. Space needed; special requirements (e.g., privacy).

Equipment. List all needs including media, computer, furniture, and other items.

Materials and Supplies. List all needs including assessment materials and scoring services, career information, and others.

Budget. Develop line item budget covering such items as equipment, materials and supplies, staff development, consultants, etc.

Management Schedule. List all management tasks related to evaluation, public relations, coordination, and staff development.

Task	Person Responsible	Date Completed

Program Schedule. List all program activities from the program description arranged by client group and schedule of delivery.

Start Month	End Month	Activity	Audience

(Complete for each competency)

PROCEDURE 11

PREPARING STAFF DEVELOPMENT PLANS

Assess Staff Development Needs

1

Activity	Staff Responsible	Date
a. Identify staff development assessment instrument		
b. Develop time lines for administering instrument		
c. Develop final report		

Notes:

Develop Individual and Group Staff Development Plans

2

Activity	Staff Responsible	Date
a. Collect individual staff development plans		
b. Design career development staff development plan		
c. Obtain approval and resources for plan		

Notes:

ACTIVITY SELECTION AND DESIGN FORM

Competency Number _____ Audience _____

Standard _____

_____

Program Process:

- Outreach _____
- Counseling _____
- Assessment _____
- Instruction _____
- Career Information _____
- Work Experience _____
- Referral _____
- Consultation _____
- Placement _____
- Follow-up _____

Description of Activity: (Attach any worksheets or handouts that are required to conduct the activity.)

(Complete for each competency)

MEASURE SELECTION AND DEVELOPMENT FORM

Competency Number: Grade Level:

Indicator:

Standard Objective:

Measure:

Scoring Instructions:

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SELF-ASSESSMENT OF STAFF DEVELOPMENT NEEDS FORM

Counselors and other career guidance and counseling program staff need a variety of skills and competencies to implement a career guidance and counseling program. This self-assessment will help identify your current staff development needs and develop an individual plan which will prepare you to implement your revised career guidance and counseling program.

Read each of the following statements and circle the number that best describes (1) how important this competency is to the implementation of your revised career guidance and counseling program, and (2) how high your need is to improve this competency.

Importance:	My Need:
4=very important	4=very high need
3=important	3=high need
2=slightly important	2=moderate need
1=not important	1=low need

When you have rated **each** of the statements according to its **importance for implementing the revised program** and **your need to improve this competency,** review the statements that you rated as both **very important** and **high need** and **select the five** that represent your important staff development needs. List them in the space marked "Most Important Professional Development Needs" at the end of this survey.

Counseling

1. Knowledge of developmental issues individuals address throughout the lifespan.	4 3 2 1	4 3 2 1
2. Knowledge of counseling and career development theories and techniques.	4 3 2 1	4 3 2 1
3. Knowledge of decision making and transition models.	4 3 2 1	4 3 2 1

Most Important Professional Development Needs. Review the statements that you rated as both **very important** and **very high need,** select the five that are your most important staff development needs, and list them below:

Competency Number

1.

2.

3.

4.

5.

(Complete for each competency)

PROCEDURE 12

INDIVIDUAL CAREER PLAN FORM

Elementary Level

This activity suggests a technique to help staff monitor and strengthen student achievement of the career guidance and counseling competencies and to assist in developing an educational and career plan.

Instructions

1. It is recommended that an Individual Career Plan be maintained for each student throughout the elementary school experience.
2. The counselor or counselors to whom a student is assigned will be responsible for meeting with that student to develop, review, revise and implement the plan.
3. As product evaluation is completed, an individual profile of student attainment of the standards will be added to the plan.

Name _____
Last First Middle

School _____

1. My best characteristics are _____

_____

2. My main likes and dislikes are _____

_____

3. My strongest abilities are _____

_____

4. When I grow up, I think I'd like to work as a _____

_____

5. To be a good student, I need to do the following _____

_____

Individual Career Plan Form-Cont'd

6. To become the kind of person and citizen I want to be, I have fully achieved the following career guidance and counseling competencies and performed all identified indicators: (Write in month and year when fully achieved.)

COMPETENCY	DATE
Knowledge of the importance of self-concept.	_____
Skills to interact with others.	_____
Awareness of the importance of growth and change.	_____
Awareness of the benefits of educational achievement.	_____
Awareness of the relationship between work and learning.	_____
Skills to understand and use career information.	_____
Awareness of the importance of personal responsibility and good work habits.	_____
Awareness of how work relates to the needs and functions of society.	_____
Understanding how to make decisions.	_____
Awareness of the interrelationship of life roles.	_____
Awareness of different occupations and changing male/female roles.	_____
Awareness of the career planning process.	_____

7. I will participate in the following home, school and community activities to help me develop the characteristics, habits, and skills I need and want:

_____

SIGNATURES:

(Student) _____

(Parent) _____

(Counselor/Teacher) _____

INDIVIDUAL CAREER PLAN FORM

Middle/Junior High School Level

This activity suggests a technique to help staff monitor and strengthen student achievement of the career guidance and counseling competencies and to assist in developing an educational and career plan.

Instructions

1. It is recommended that an Individual Career Plan be maintained for each student throughout the middle/junior high school experience.
2. The counselor or counselors to whom a student is assigned will be responsible for meeting with that student to develop, review, revise and implement the plan.
3. As product evaluation is completed, an individual profile of student attainment of the standards will be added to the plan.

Name _____
Last First Middle

School _____

1. My interests are: _____

2. My abilities and skills are: _____

3. My hobbies and recreational/leisure activities are: _____

4. The school subjects in which I do best are: _____

5. I have explored careers in the following occupational clusters:

6. My tentative career goal(s) is (are): _____

Individual Career Plan Form - Cont'd

7. To become the kind of person and citizen I want to be, I have fully achieved the following career guidance and counseling competencies and performed all identified indicators: (Write in month and year when fully achieved.)

COMPETENCY	DATE
Knowledge of the influence of a positive self-concept.	_____
Skills to interact with others.	_____
Knowledge of the importance of growth and change.	_____
Knowledge of the benefits of educational achievement to career opportunities.	_____
Understanding the relationship between work and learning.	_____
Skills to locate, understand, and use career information.	_____
Knowledge of skills necessary to seek and obtain jobs.	_____
Understanding how work relates to the needs and functions of the economy and society.	_____
Skills to make decisions.	_____
Knowledge of the interrelationship of life roles.	_____
Knowledge of different occupations and changing male/female roles.	_____
Understanding the process of career planning.	_____

Individual Career Plan Form - Cont'd

I shall plan to study the following subjects in grades 6-9:

Grade 6 — School Year 19__-__
Subjects — Mark

Grade 7 — School Year 19__-__
Subjects — Mark

Grade 8 — School Year 19__-__
Subjects — Mark

Grade 9 — School Year 19__-__
Subjects — Mark

SIGNATURES:

(Student) _____

(Parent) _____

(Counselor/Teacher) _____

CAREER PORTFOLIO

(Arizona)

Student's Name _____ Telephone # _____

Address _____ Social Security # _____

_____ Birthdate _____

Parent's Signature _____ H.S. Graduation Date _____

CONTENTS

Include the following kinds of documents in this folder:

_____ 9th Grade Preregistration Materials

_____ Standard Test Scores (if available)

_____ Interest Inventories

_____ _____

_____ _____

_____ Report Cards

_____ Four-Year Plan

_____ Sample Completed Job Application

_____ Letters of Recommendation

_____ Competency Certificates

Career Portfolio-Cont'd

8TH GRADE
WHO AM I?

Date _____

The more I know and understand myself, the better chance of choosing the most appropriate training, job, college or career for ME...

Five things I really like about my self are:

1. _____
2. _____
3. _____
4. _____
5. _____

People like my ability to _____

_____

I feel very proud of myself when I _____

_____

Three positive words that describe me are:

1. _____
2. _____
3. _____

My best subject in school is _____

My favorite subjects in school are _____

_____

Three careers I would like more information about are:

1. _____
2. _____
3. _____

If I could have any job in the world for a day, I would be

_____

because _____

After high school I would like to _____

_____

Career Portfolio-Cont'd

8TH GRADE
MY CAREER PLANS

Date _____

My favorite classes are _____

_____

My standardized tests show:

Language _____

Reading _____

Math _____

Workstudy Skills _____

My Interest Survey shows: _____

_____

Three career areas I'm exploring are:

1. _____

2. _____

3. _____

The career I'm most interested in learning more about is:

_____

What training will I need for this career? _____

_____

What school courses relate to this career area? _____

_____

To do better next year I plan to _____

_____

_____

In the future I need to do the following things to meet my career goal:

_____

_____

_____

_____

CAREER PORTFOLIO

(Arizona)

Student's Name _____

Parent's Name _____

Address _____

_____

Parent's Signature _____

Matriculation # _____

Social Security # _____

Birthdate _____

Graduation Date _____

Telephone # _____

CONTENTS

Include the following kinds of documents in this folder:

_____ Resume

_____ Sample Job Application

_____ Sample Interview Questions

_____ Standard Test Scores

_____ Letters of Recommendation

_____ Competency Certificates

_____ I.V.E.P.

_____ Four-Year Plan

_____ PSAT/NMSQT

_____ ACT/SAT

_____ Microskills

_____ Career Game

_____ Job-O

_____ ASVAB

_____ Career Planning Program

_____ My Autobiography

_____ Work Values

_____ Personality Mosaic

_____ My Winning Strengths

_____ Adjective Check Sheet

_____

Career Portfolio-Cont'd

9TH GRADE

_____ Characteristic Sheet

_____ Find Your Own Interests

_____ Coat of Arms

_____ Microskills

_____ Career Planning Program

_____ Scholars By Design

_____ What Will It Take To Succeed In My World?

_____ G.I.S.

_____ Academic Progress Check

_____ Listening and Note-Taking Skills

_____ Stress Management Survey

_____ Graduation Requirements/Pupil Progression

_____ Four-Year Plan

_____ Career Research Paper

My ITBS scores are:

Reading_____ Language_____ Math_____

Two things I like best about myself are:

1. _____

2. _____

Two things I would like to improve are:

1. _____

2. _____

Four words that best describe me are:

1. _____ 3. _____

2. _____ 4. _____

Four Career areas I'm exploring are:

1. _____ 3. _____

2. _____ 4. _____

The career I'm most interested in is: _____

It requires the following training: _____

These school courses relate to this career:

_____

_____

_____

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Career Portfolio-Cont'd

10TH GRADE

_____ I Am Good At

_____ Discover Yourself

_____ Risk Taking

_____ Career Choices

_____ Job-O

_____ ASVAB

_____ G.I.S .

_____ Test Taking Tips

_____ PSAT/NMSQT

_____ Interpersonal Relationships

_____ Four-Year Plan Review and Update

_____ Graduation Requirements/Pupil Progression

_____ How to Finance Your Future

My Stanford Test scores are:

Reading_____ Language_____ Math_____

My favorite class is:_____

My interests relate to the following careers:

1. _____ 3. _____

2. _____ 4. _____

The ASVAB shows that my abilities relate to the following careers:

1. _____ 3. _____

2. _____ 4. _____

I am considering the following careers:

1. _____ 2. _____

The career I'm most interested in is: _____

It requires the following training: _____

These school courses relate to this career:

_____

_____

_____

Career Portfolio-Cont'd

11TH GRADE

_____ The Career Game

_____ Personality Mosaic

_____ ASVAB

_____ PSAT/NMSQT

_____ ACT

_____ SAT

_____ G.I.S.

_____ Test-Taking Review

_____ Credit Check

_____ Personal Development

_____ Career Vistas

_____ Graduation Requirements/Pupil Progression

My Stanford Test scores are:

Reading_____ Language_____ Math_____

Two of my accomplishments are:

1. _____

2. _____

My interests, talents and abilities relate to the following careers:

1. _____ 2. _____

At this point, I need the following classes to graduate:

_____ _____

_____ _____

_____ _____

My top career choice is: _____

It requires the following training: _____

_____

These school courses relate to this career:

_____ _____

_____ _____

_____ _____

My GPA is: _____

After graduation I plan to: SV

_____ Attend trade/technical school

_____ Attend community college

_____ Enter the military

_____ Job training/apprenticeship

_____ Attend 4-year college/university

_____ Work

Career Portfolio-Cont'd

12TH GRADE

_____ Circle of Life

_____ Winning Strengths

_____ Job Application

_____ Resume

_____ Letters of Recommendation

_____ ASVAB

_____ ACT

_____ SAT

_____ G.I.S.

_____ Credit Check

_____ Intellectual Development/Time Management

_____ College Visitation Day

_____ Countdown-handout

_____ The Right Choice!-handout

_____ Senior Activity Record

_____ ACT Now For The Future-handout

My Standard Test scores are:

Reading_____ Language_____ Math_____

I have applied to the following colleges:

1. _____ 3. _____

2. _____ 4. _____

I have applied for the following scholarships:

1. _____ 3. _____

2. _____ 4. _____

The career for the future I am considering is:

_____

It requires the following training: _____

_____

My GPA is: _____

After graduation I plan to:

_____ Attend trade/technical school

_____ Attend community college

_____ Enter the military

_____ Job training/apprenticeship

_____ Attend 4-year college/university

_____ Work

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RESOURCES

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BIBLIOGRAPHY

Borow, H. (1961). Vocational development research: Some problems of logical and experimental form. Personnel & Guidance Journal, 40, 21-25.

Hansen, L.S., & Keierleber, D. L. (1978). Born free: A collaborative consultation model for career development and sex-role stereotyping. Personnel and Guidance Journal, 56, 395-399.

Hoyt, K. (1975). Career Education: Contributions to an evolving concept. Salt Lake City: Olympus.

Lewis, Hayes, Lewis. (1986). The Counseling Profession. Itasca: Peacock.

Mrachek, L. Forward to the basics. Vocational Education, 1982, 22.

Webster and Merriam. New Students' Dictionary. New York: American Book Co., 1969.

Webster and Merriam. Third New International Dictionary-Unabridged. Springfield, Mass.: G. and C. Merriam Co., 1980.

RESOURCES

Alaska School Counseling Program Guide
Alaska S.E. Regional Resource Center
Jamie Buckner
Juneau, Alaska
state guidance model

Building Skills For Tomorrow
Oklahoma State Dept. Of Education
Guidance & Counseling Section
Oklahoma
state model

Career Program Development Guide
Florida Bureau of Career Dev.
Florida Education Center
Tallahassee, Florida 32399-0400
Guide to Implementation Process

Career Success Strategies Program
Oregon Adult Level Career Dev. Program
Etta Foote Program Coordinator
155 Cottage Street, NE
Salem, Oregon

Education for Self-Responsibility
Texas Education Agency
1701 N. Congress
Austin, TX 78701
Prevention of School-Age Pregnancy

Guidance Information System
Texas SOICC
TEC Bldg., Rm. 526T
15th and Congress
Austin, TX 78778

Career Guidance Resource Guide
Oregon State
High School Level

Strengthening Career Counseling Skills
Texas Educ. Dev. & Training Center
East Texas State University
Commerce, TX 75428
Inservice Model for Secondary Teachers

Comprehensive Guidance & Counseling Program
Idaho Dept. of Education
650 West State Street
Boise, Idaho 83720
Idaho Model

NCDA Annual Career Month Folder
National Career Development Asso.
AACD Membership 5999 Stevenson Ave.
Alexandria, VA 22304
Career Development ideas and competitions

Resource Guide
Minnesota Dept. of Educ
career development

Resource Guide for Career Development
Andrews ISD
Andrews, TX
specific
classroom activities

Schoolwork, Lifework
Oregon SOICC & CIS
875 Union Street, N.E.
Salem, OR 97311
Integrating Career Info. into H.S.

Educ. & Career Planning Instructional Guide
Texas Educ. Dev. & Training Center
Dept. of Secondary & Higher Education
East Texas State University
Commerce, Texas

Occupational Clusters
Texas Educ. Dev. & Training Center
Dept. of Secondary & Higher Education
East Texas State University
Commerce, Texas 75428

Self-Appraisel
Texas Educ. Dev. & Training Center
East Texas State University
Dept. of Secondary & Higher Education
Commerce, TX 75428

Voc. Assessment of Students with Special Needs
Texas Educ. Dev. & Training Center
East Texas State University
Dept. of Secondary & Higher Education
Commerce, TX 75428

COMPARISON OF TRADITIONAL AND DEVELOPMENTAL SCHOOL COUNSELING

TRADITIONAL	DEVELOPMENTAL
Crisis Counseling	Preventive Plus Crisis Counseling
Information Service	Guidance Curriculum
Career Information Service	Career Planning & Development
Scheduling/Programming	Program Management
Reactive	Proactive
Clerical/Task-Oriented	Goal-Oriented
Unplanned	Planned Daily Activities
Unstructured	Accountable
Maintains Status Quo	Evaluates & Changes

The Developmental School Counseling Model is a team approach. Team members include:

Counselors
School Staff
Business/Industry
Community
Parents

Building Skills for Tomorrow: A Developmental Guidance Model. Prepared by the Guidance and Counseling Section of the Oklahoma State Department of Education, 1988.

Workplace Basics

Carnevale, A.P.; Gainer, L.J.; & Meltzer, A.S. (1988) *Workplace basics: The skills employers want.* Alexandria, VA: The American Society for Training & Development and Washington, D.C.: U.S. Department of Labor, Employment Training Administration, pp. ii, 9, 13-14.

The Need

While not a new problem, deficiencies in basic workplace skills are a growing one. It is a challenge emerging from a volatile mix of demographic, economic and technical forces. These combined forces are driving the nation toward a human capital deficit among both new and experienced workers that threatens the competitiveness of economic institutions and acts as a barrier to the individual opportunity of all Americans.

The Workplace Basics

Through this study, employers identified the following seven skills groups that comprise the new workplace basics:

» Learning to learn

» 3 R's (reading, writing, computation)

» Listening and oral communication

» Creative thinking/problem solving

» Self-esteem/goal setting-motivation/personal & career development

» Interpersonal/negotiation/teamwork

» Organizational effectiveness/leadership

Self-esteem, Motivation/Goal Setting and Personal & Career Development

Workplace training to enhance **self-esteem** is at the core of training to expand job-specific occupational skills or provide remediation. Key elements of self-esteem training include assisting employees to recognize their current skills; be aware of their impact on others; understand their emotional set points and abilities to cope with stress, change, criticism, and so on; and deal with their own limits by recognizing the need for and seeking new information to apply to problems and construct solutions.

Training in **motivation/goal setting** is rooted in techniques for setting and meeting defined objectives; including recognizing signposts of incremental success along the way toward meeting a goal. Like self-esteem training, it focuses on self-awareness and adaptability as keys to dealing with things or people. It also emphasizes self-direction and organizational savvy.

Workplace Basics-Cont'd

Personal and career development skills rest on a foundation of good self-esteem and motivation. Employees who exhibit these skills increase their value in the workplace and in the employment marketplace. Employers value these skills in employees because they usually indicate successful job transitions and effective training experiences.

Unfortunately, the educational system provides little formal training in defining career direction and identifying the education and training needed to achieve career goals. Consequently, many people enter the workforce with little understanding of these skills and react to job opportunities as they surface. This patch-work-quilt approach to career development, which worked well in a time when employees could reasonably expect a long-term career with one employer, is no longer viable.

Training in personal and career development skills includes providing employees with techniques for understanding and expanding their skills inventories, career planning, and career management. Goal setting is important as is structuring individual career progression models that explore the training and educational preparation needed to meet career goals. Importantly, training should be complemented by on-going counseling and by the organizations's clearly articulated support of potential career paths for individual jobs.

Organizations have traditionally viewed the skills of self-esteem, goal setting/motivation, and personal/career development as those an individual should acquire outside the workplace. But the demands of today's evolving workplace are influencing employers to recognize that they must look beyond providing occupation-specific skills. They must include training in the more intangible skills that together make a productive and competitive workforce.

Benefits from National Career Development Guidelines Local Handbooks

Research affirms that a comprehensive counseling and development program in combination with other educational interventions can provide the following benefits (Campbell 1983; Crites 1987; Herr 1982; and Spokane & Oliver 1983).

Related to personal goals...

Higher client and student retention rate
Higher self-esteem and self-concept
Better social adjustment

Related to career planning goals...

More aware of the relationship between training and employment
More competent decision making
Improved information-seeking and information-use skills
Greater awareness of changes in the world of work
Greater independence in decision making
Better job-seeking skills
More successful career transitions

Related to educational achievement...

Improved basic skills achievement
Increased appreciation for the value of education
Increased motivation resulting from clearer career goals
Increased willingness to participate in training

Related to family issues...

Increased support of career goals by family members
More effective coordination of work and family roles

Related to program accountability...

Program goals stated in terms of outcomes
Individual achievement assessed regularly
Program components evaluated in relationship outcomes

Related to program coordination...

Outcomes and program components clearly specified
Reinforcement of outcomes across diverse organizations
Individualized career plans that provide continuity of career planning across diverse organizations
Reduced duplication of services
Increased coordination of benefits

PROGRAM BENEFITS

BENEFITS SUMMARY

Research affirms that a comprehensive program in combination with other interventions is effective in providing the following benefits.

Changing Adult Population	Increased completion rates Higher self-esteem and self-concept Better social adjustment Improved job-related literacy
Changing Workplace	Better understanding of the relationship between training and employment More competent decision making Improved information-seeking and information-using skills Greater awareness of changes in the world of work Greater independence in decision-making Better job-seeking skills More successful career transitions
Family Involvement	More effective coordination of work and family roles Increased involvement of family in career planning
Program Excellence	Improved basic skills achievement Increased appreciation for the value of education and training Increased motivation resulting from personal career goals Increased willingness to participate in training Achievement assessed regularly Program components evaluated in relationships to outcomes
Program Articulation and Coordination	Career development outcomes clearly communicated across organizations Reinforcement of outcomes in programs at different levels Reduced duplication of services Increased coordination of benefits

Gain Commitments From Key Groups

An important activity in organizing for implementation is securing commitments and support from various groups that will be involved in the process. Assignments for this task can be made as part of the first steering committee meeting. Some key groups that need to provide support and commitment include the following:

- The school board and central administration staff such as the director of pupil personnel and director of curriculum.
- The principal of the elementary school.
- The school guidance staff and other members of the steering committee.
- Other staff in the school such as teachers, the librarian, and other pupil personnel staff.

The following section suggests specific commitments that the steering committee will need to secure throughout the implementation process.

Commitments from the Board of Education and the Central Administration Staff:

- Endorse local student career development competency standards.
- Authorize use of staff time for the review process.
- Authorize financial support for the review process.
- Communicate the value and importance of the review process to teachers, staff, parents, and the community.
- Provide linkages to other schools, programs, districts, and the state department.
- Provide data and information to support the review process.

Commitments from the School Principal:

- Recognize the importance of the career guidance and counseling program.
- Endorse the implementation process.
- Communicate support and endorsement of the implementation process to building and/or district staff.
- Designate authority for the implementation to the steering committee.
- Designate a representative to serve on the steering committee.
- Authorize released time and assignment backup to the steering committee members.
- Authorize financial resources for the process.
- Provide data and information needed for the process.
- Endorse student career development competency standards.
- Support program changes recommended during the review process.
- Support staff inservice training activities.
- Communicate the nature and value of the process to staff, students, parents, and the community.
- Provide linkages to other programs, schools, district office personnel, and board of education.

Commitments from Counselors and Other Steering Committee Members:

- Commit time to the implementation process.
- Communicate the nature and value of the career guidance and counseling program to staff, students, parents, and community.
- Be willing to improve the program as recommended by the implementation process.
- Assess own competencies related to career development and participate in inservice training activities.
- Assume management responsibility for ongoing program review and improvement.
- Provide consultation to teachers and other staff to improve career-related components of the curriculum.

Commitments from Other School Staff:

- Support local student career development competencies.
- Cooperate in the improvement of the career development process.
- Implement program improvements recommended from the implementation process.
- Provide data and information to support the process.
- Participate in professional development activities to support program change.

HANDOUT 12

SUMMARY OF IMPLEMENTATION STRATEGIES

Planning Tasks (Months 1-6)

1. Form Committees
   a. Identify the steering committee
   b. Select advisory committee members
   c. Appoint subcommittees - needs assessment, program design, and evaluation
2. Conduct a needs assessment
   a. Identify respondents
   b. Finalize the needs assessment instrument
   c. Collect data
   d. Analyze data
3. Establish program standards
   a. Select competencies and indicators
   b. Establish standards for the indicators
   c. Develop sequence for delivery
   d. Document mission and standards
   e. Obtain management endorsement
4. Initiate evaluation planning

Development Tasks (Month 6-12)

1. Direct Committees
2. Review the current career development program
   a. Identify types of information needed
   b. Collect information
   c. Set program improvement priorities
3. Review the career development program plan
   a. Obtain new program ideas
   b. Design the improved program
   c. Document the improved program
4. Design the evaluation
   a. Outline evaluation tasks
   b. Identify process evaluation procedures
   c. Identify product evaluation procedures
5. Identify staff development needs

Implementation Tasks (Months 12-24)

1. Involve committees
2. Conduct staff development
3. Monitor program implementation
4. Evaluate and use results for program improvement
   a. Monitor individual achievement
   b. Determine effectiveness of the program
   c. Communicate strengths, needs, and benefits of the program

STUDENT NEEDS SURVEY
CALHOUN JUNIOR HIGH

CIRCLE YOUR GRADE: 7 8

The counselors need your help in finding out what students would like them to do this year. You can help by answering these questions. If you would like to help, choose one answer for each of the items below and CIRCLE either:
A for YES B for NO C for UNCERTAIN

Your teacher will demonstrate the sample question on the chalkboard.

SAMPLE QUESTION:

I'd like help in:

1. A B C Learning to throw a ball better.

SCHOOL WORK AND STUDY SKILLS
I'd like help in:

1. A B C Learning to study better.
2. A B C Learning to listen better in school.
3. A B C Learning to keep my mind on school work until it is finished.
4. A B C Feeling more comfortable in class discussions.
5. A B C Learning to use my time better.
6. A B C Learning to do better work on assignments.
7. A B C Learning to prepare for taking tests.
8. A B C Having a chance to talk about how I feel about school.
9. A B C Learning to like school better.

PLANNING MY FUTURE:
I'd like help in:

10. A B C Understanding why people work.
11. A B C Finding out what things I can do better.
12. A B C Learning what different jobs I like.
13. A B C Learning how my school work will help me in different jobs.

14.	A	B	C	Learning what kind of training would be good for a specific career.
15.	A	B	C	Understanding how my interests and abilities relate to my future career plans.
16.	A	B	C	Finding out what people do in different jobs.
17.	A	B	C	Learning about what kinds of jobs or roles with which I'd be happy.

FEELINGS ABOUT MYSELF AND OTHERS

I'd like help in:

18.	A	B	C	Learning how to make friends.
19.	A	B	C	Getting along better with adults.
20.	A	B	C	Getting along better with children my own age.
21.	A	B	C	Speaking up for myself more often.
22.	A	B	C	Being more aware of the feelings of others.
23.	A	B	C	Being more responsible for the things I do.
24.	A	B	C	Understanding and dealing with my feelings.
25.	A	B	C	Feeling better about myself.

FROM THE LIST OF TWENTY-FIVE ITEMS ABOVE, CHOOSE FIVE ITEMS WHICH ARE THE MOST IMPORTANT TO YOU AND RANK THE ITEMS ACCORDING TO YOUR PREFERENCE IN THE SPACES BELOW. 1 INDICATES YOUR FIRST CHOICE AND 5 INDICATES YOUR FIFTH CHOICE.

1.

2.

3.

4.

5.

STUDENT NEEDS SURVEY
CALHOUN JUNIOR HIGH
GRADE NINE

Your honest opinion in answering this survey will be most helpful in determining the strengths of and providing future direction for the guidance program in your school.

Choose one answer for each of the items below and CIRCLE:

A for YES B for NO C for UNCERTAIN

PERSONAL CONCERNS
I'd like help in:

1. A B C Developing more confidence in myself.
2. A B C Learning how to be better organized in what I am doing.
3. A B C Knowing more about my strengths and weaknesses.
4. A B C Understanding, accepting and liking myself better.
5. A B C Learning how to control my temper.
6. A B C Understanding what I can realistically achieve.
7. A B C Understanding how my feelings affect my behavior.
8. A B C Becoming more assertive; to be able to state my views.
9. A B C Becoming more aware of the positive things about my appearance.
10. A B C Talking about personal concerns.

DECISION MAKING
I'd like help in:

11. A B C Deciding the direction to go with my life by determining the things that are important to me.
12. A B C Learning how to make decisions.
13. A B C Selecting high school courses.

14. A B C Learning how to cope with change and the future.

15. A B C Understanding more about the effects of drug abuse, including alcohol.

16. A B C Learning how to keep from putting things off until the last minute.

17. A B C Learning how to make better use of my time.

18. A B C Changing some of my behaviors.

RELATIONSHIPS WITH OTHERS
I'd like help in:

19. A B C Learning how to get along better with other students.

20. A B C Developing better relationships with teachers.

21. A B C Learning how to tell others how I feel.

22. A B C Learning how to get along better with my family.

23. A B C Learning how to get along better with the opposite sex.

24. A B C Developing friendships with both sexes.

25. A B C Having someone to listen to me when I have a problem.

26. A B C Learning more effective ways to deal with adults.

27. A B C Becoming more accepting of others.

28. A B C Learning more about about when and how to trust others.

EDUCATIONAL DEVELOPMENT
I'd like help in:

29. A B C Understanding and knowing about graduation requirements.

30. A B C Finding courses relevant to my future.

31. A B C Understanding my standardized test scores.

32. A B C Knowing what guidance services are available.

33. A B C Developing or maintaining good study habits.

34. A B C Finding out about educational alternatives after high school.

35. A B C Selecting a college or trade-technical school.

36. A B C Selecting a college major.

37. A B C Learning about financial aid.

CAREER AWARENESS
I'd like help in:

38. A B C Becoming aware of career training offered in my high interest areas.

39. A B C Knowing how my personal characteristics affect my career choice.

40. A B C Knowing how to apply and interview for jobs.

41. A B C Finding part-time or summer work.

42. A B C Knowing how to prepare for careers in which I am interested.

43. A B C Understanding the changing roles of men and women.

44. A B C Visiting with people employed in my high career interest areas.

45. A B C Developing flexible career plans.

46. A B C Learning about the employment outlook in my future career area.

47. A B C Learning which careers closely match my characteristics.

FROM THE LIST OF FORTY-SEVEN ITEMS ABOVE, CHOOSE FIVE ITEMS WHICH ARE THE MOST IMPORTANT TO YOU AND RANK THE ITEMS ACCORDING TO YOUR PREFERENCE IN THE SPACES BELOW. 1 INDICATES YOUR FIRST CHOICE AND 5 INDICATES YOUR FIFTH CHOICE.

1.

2.

3.

4.

5.

APPENDIX I

Guidance Needs Survey Results
Grades 7-8
1989-1990

Grades 7 & 8: The students responded to 25 items to determine priority needs. The guidance categories included the following topics: school work and study skills, planning my future, and feelings about myself and others. Their top five choices are listed below:

STRICKLAND JUNIOR HIGH GRADE SEVEN
I'd like more help in:
#12. Learning what different jobs I like.
#14. Learning what kind of training would be good for a specific career.
7. Learning to prepare for taking tests.
6. Learning to do better work on assignments.
#17. Learning about what kinds of jobs or roles with which I'd be happy.

STRICKLAND JUNIOR HIGH GRADE EIGHT
I'd like more help in:
#14. Learning what kind of training would be good for a specific career.
#17. Learning about what kinds of jobs or roles with which I'd be happy.
#12. Learning what different jobs I'd like.
#15. Understanding how my interests and abilities relate to my future career plans.
7. Learning to prepare for taking tests.

CALHOUN JUNIOR HIGH GRADE SEVEN
I'd like more help in:
#17. Learning about what kinds of jobs or roles with which I'd be happy.
#14. Learning what kind of training would be good for a specific career.
#15. Understanding how my interests and abilities relate to my future career plans.
#12. Learning what different jobs I'd like.
7. Learning to prepare for taking tests.

CALHOUN JUNIOR HIGH GRADE EIGHT
I'd like more help in:
#17. Learning about what kinds of jobs or roles with which I'd be happy.
#12. Learning what different jobs I like.
#11. Finding out what things I can do better.
7. Learning to prepare for taking tests.
#15. Understanding how my interests and abilities relate to my future career plans.

APPENDIX

Guidance Needs Survey Results
Grade 9
1989-1990

Grades 9-12: The students responded to 47 items to determine priority needs. The guidance categories included the following topics: personal concerns, decision making, relationships with others, educational development, and career awareness. Their top five choices are listed below:

STRICKLAND JUNIOR HIGH GRADE NINE

I'd like help in:
#16. Learning how to keep from putting things off until the last minute.
#30. Finding courses relevant to my future.
#39. Knowing how my personal characteristics affect my career choice.
#42. Knowing how to prepare for careers in which I am interested.
#47. Learning which careers closely match my characteristics.

CALHOUN JUNIOR HIGH GRADE NINE

I'd like help in:
#30. Finding courses relevant to my future.
#42. Knowing how to prepare for careers in which I am interested.
#16. Learning how to keep from putting things off until the last minute.
#47. Learning which careers closely match my characteristics.
#40. Knowing how to apply and interview for jobs.

APPENDIX

GUIDANCE NEEDS SURVEY RESULTS
GRADES 10-12
1989-1990

GRADES 9-12: The students responded to 47 items to determine priority needs. The guidance categories included the following topics: personal concerns, decision making, relationships with others, educational development, and career awareness. Their top five choices are listed below by grade level:

DENTON HIGH SCHOOL — GRADE TEN

I'd like help in:
#30. Finding courses relevant to my future.
2. Learning how to be better organized in what I am doing.
#42. Knowing how to prepare for careers in which I am interested.
#29. Understanding and knowing about graduation requirements.
#35. Selecting a college or trade-technical school.

DENTON HIGH SCHOOL — GRADE ELEVEN

I'd like help in:
#30. Finding courses relevant to my future.
#46. Learning about the employment outlook in my future career area.
#35. Selecting a college or trade-technical school.
#38. Becoming aware of career training offered in my high interest areas.
#47. Learning which careers closely match my characteristics.

DENTON HIGH SCHOOL — GRADE TWELVE

I'd like help in:
#16. Learning how to keep from putting things off until the last minute.
#44. Visiting with people employed in my high career interest areas.
#37. Learning about financial aid.
#33. Developing or maintaining good study habits.
#35. Selecting a college or trade-technical school.

Guidance Needs Survey

NEPTUNE JUNIOR HIGH SCHOOL

2300 Heck Avenue, Neptune, NJ 07753

Guidance Department- 776-2106

The purpose of this survey is to provide information which will be used in determining ways for the school to be of greater benefit. Please respond honestly and thoughtfully.

Last Name_____ First Name_____

- ❑ Parent
- ❑ Teacher
- ❑ Administrator
- ❑ Student: Grade ❑ 7 ❑ 8 ❑ 9

Respond to survey by choosing what you believe students need.

DIRECTIONS:

Please read all eight goal statements before attempting to answer this survey.

Now that you have read all the statements, please put them in rank order by circling number (1) for the goal you believe is most important, number (2) for the next, and on through number (8).

Under each goal you will find indicators. Please blacken in those indicators you think students need help with. Leave those boxes blank next to the indicators you believe you do not need help with. You may blacken all, some or none of the boxes.

GOAL: PLANNING AND DEVELOPING CAREERS

1 2 3 4 5 6 7 8

I need help:

- ❑ To find out more about possible careers and the world of work.
- ❑ To explore several different careers in a specific area(s) of interest.
- ❑ To know how to prepare educationally for my careers of interest.
- ❑ To understand my interests and abilities, and how they can help me make choices.
- ❑ To know how the place where I live affects job opportunities.
- ❑ Other_____

GOAL: UNDERSTANDING AND ACCEPTING SELF

1 2 3 4 5 6 7 8

I need help:

- ❑ To understand my values.
- ❑ To understand, accept, and like myself better, both physically and mentally.
- ❑ To develop confidence in my self.
- ❑ To understand how my feelings affect my behavior.
- ❑ To learn to handle personal difficulties.
- ❑ To deal with life when I feel down.
- ❑ Other_____

[redacted]

— For display only —

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GOAL: UNDERSTANDING AND GETTING ALONG WITH OTHERS

1 2 3 4 5 6 7 8

I need help:

- ❑ To better understand others.
- ❑ To know how to get along with my family.
- ❑ To learn good ways of communicating feelings.
- ❑ To respect other people whose views differ from mine.
- ❑ To be able to talk with someone when necessary.
- ❑ Other_____

GOAL: FINDING JOBS

1 2 3 4 5 6 7 8

I need help:

- ❑ To know what jobs are available locally.
- ❑ To find part-time work or summer work.
- ❑ To know the benefits, working conditions and opportunities for advancement in jobs.
- ❑ Other_____

GOAL: IMPROVING BASIC SKILLS AND STUDY/LEARNING SKILLS

1 2 3 4 5 6 7 8

I need help:

- ❑ To improve my writing, reading, speaking, listening and math skills.
- ❑ To complete more of the tasks and projects I start.
- ❑ To improve my test-taking skills.
- ❑ To learn how to study and how to get the most out of my study time.
- ❑ To learn how to take better notes.
- ❑ Other_____

GOAL: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

1 2 3 4 5 6 7 8

I need help:

- ❑ To know the physical and mental effects of drugs and alcohol.
- ❑ To know where to find help for alcohol and drug problems.
- ❑ To know how to handle pressure from my friends related to the use of drugs and alcohol.
- ❑ To know the penalties of drugs and alcohol use.
- ❑ To know how to help a friend who has a problem with drugs or alcohol.
- ❑ Other_____

GOAL: PLANNING SCHOOL CLASSES

1 2 3 4 5 6 7 8

I need help:

- ❑ To select courses that would help me meet my educational and/or career goals.
- ❑ To select courses that fit both my needs and interests.
- ❑ To understand graduation requirements.
- ❑ Other_____

GOAL: VOCATIONAL SELECTION AND TRAINING

1 2 3 4 5 6 7 8

I need help:

- ❑ To know how skills (math, reading, etc.) relate to my vocational goals.
- ❑ To know about vocational programs and requirements.
- ❑ To know my strongest vocational interests, aptitudes and abilities.
- ❑ Other_____

Denton Independent School District
Strategic Plan

Mission Statement

The mission of the Denton Independent School District, in partnership with the home and community, is to provide quality educational opportunities in a challenging yet supportive environment that respects individual and cultural diversity in order to prepare knowledgeable and responsible citizens who are capable of life-long learning and who have developed the self-esteem and critical thinking skills necessary to contribute productively to a complex and ever-changing world.

Major Objectives

By 1994-1995, each student in DISD will be achieving at his her ability level.

By 1994-1995, each student in DISD will be proficient in the use of computers.

By 1993-1994, at least 90% of the community will support the mission of the DISD.

Strategies

Several strategies were developed in order to reach the objectives:

Staff Development: We will develop and implement a results-driven staff development program derived from the objectives of the district.
Communications: We will develop and implement an effective internal and external communication system.
Curriculum Review and Development: We will design and implement a systematic process for reviewing, developing, and upgrading curriculum to meet the needs of the DISD.
Technology: We will develop and implement a comprehensive computer curriculum which integrates emerging technology into all phases of learning.
Social Needs of Students: We will develop and implement a coordinated program to prepare students for both existing and emerging societal conditions.
Alternative Funding: We will aggressively pursue innovative funding from public and private sources.
Organizational Structure: We will align staff fundtions and responsibilities to develop an effective and efficient organization.
Student Achievement: We will develop and implement an assessment system that will effectively monitor student performance to help assure that each student achieves at his/her ability level.
Vocational and Career Development: We will develop and implement a vocational program to serve our students with specific needs or interests, in patnership with our business community.
Staff Effectiveness and Performance: We will develop and implement a plan to foster individual accountability and recognize outstanding performance at all levels.

___Elementary

___Jr. High

___High School Name (optional) _____

'90

One more thing...just one more thing to add to the hectic last days of the school year. HOWEVER, as you are pulling the year together, maybe trying to identify where we have spent our time won't be too difficult or time-consuming. It will certainly help those who will be working on developing a plan to address our concerns - hopefully this summer.

In many cases your responses will be based on your best estimates rather than actual figures. Some of you may keep a log which will give you more exact numbers. Please indicate which you are using at the right.

Please feel free to add other areas of services which you provide.

Return in school mail before you leave for summer. Thanks - Jo Ann

Complete the following items in terms of numbers activities in which you have been involved this school year:

		Estimate	Documented
1. Individual student counseling conferences		____	____
2. Group counseling		____	____
3. Classroom guidance presentations		____	____
4. Parent conferences		____	____
5. Presenting parent programs		____	____
6. Presenting inservice or other programs		____	____
7. Screenings for special education referrals		____	____
8. ARD committees		____	____
9. Teacher/staff referrals to counselor		____	____
10. Contacts with Children's Protective Services		____	____
11. Standardized testing (other than TEAMS)	HOURS	____	____
12. TEAMS testing	HOURS	____	____
13. Other testing	HOURS	____	____
14. School district related committees, meetings etc.	HOURS	____	____

15. Other - (use back as needed)

Within the population you serve, the number of students who are dealing with the following issues:

1. Own alcohol/drug abuse	____	____
2. Parent's alcohol/drug abuse	____	____
3. Pregnancy	____	____
4. Serious physical problem	____	____
5. Abuse (physical, sexual, emotional)	____	____
6. Suicide threats	____	____
7. Suicide attempts	____	____
8. Death of close family/friend	____	____
9. Hospitalization for psychological or chemical abuse	____	____
10. Family violence	____	____
11. Other	____	____

VOCATIONAL COUNSELOR'S CALENDAR

PROGRAM AREA	FUNCTION A TESTING & INDIVIDUAL INVENTORY	FUNCTION B PROVIDING OCCUPATIONAL & EDUCATIONAL INFORMATION	FUNCTION C COUNSELING
VOCATIONAL EDUCATION			
VOCATIONAL DISADVANTAGED			
VOCATIONAL LEP			
VOCATIONAL HANDICAPPED			
OCR/SEX EQUITY			
COMPENSATORY EDUCATION			
ACADEMIC			

REPORTING PERIOD

FUNCTION

D TRANSITION & PLACEMENT	E FOLLOW-UP	F SCHEDULING	G MISCELLANEOUS

District

Employee's Name

VOCATIONAL COUNSELORS' CALENDAR
Weekly Time Review

Campus

Reporting Period

			FUNCTION						
			A	B	C		D	E	F	G
D'Y	CODE	PROGRAM AREA	TESTING & INDIVIDUAL INVENTORY	PROVIDING OCCUPATIONAL & EDUCATIONAL INFORMATION	COUNSELING GROUP	COUNSELING INDIV.	TRANSITION & PLACEMENT ACTIVITIES	FOLLOW-UP	SCHEDULING	MISC.
MON	1	Voc. Education								
	2	Voc. Disadv.								
	3	Voc. LEP								
	4	Voc. Hand.								
	5	OCR/Sex Equity								
	6	Comp. Ed.								
	7	Academic								
TUE	1	Voc. Education								
	2	Voc. Disadv.								
	3	Voc. LEP								
	4	Voc. Hand.								
	5	OCR/Sex Equity								
	6	Comp. Ed.								
	7	Academic								
WED	1	Voc. Education								
	2	Voc. Disadv.								
	3	Voc. LEP								
	4	Voc. Hand.								
	5	OCR/Sex Equity								
	6	Comp. Ed.								
	7	Academic								
THU	1	Voc. Education								
	2	Voc. Disadv.								
	3	Voc. LEP								
	4	Voc. Hand.								
	5	OCR/Sex Equity								
	6	Comp. Ed.								
	7	Academic								
FRI	1	Voc. Education								
	2	Voc. Disadv.								
	3	Voc. LEP								
	4	Voc. Hand.								
	5	OCR/Sex Equity								
	6	Comp. Ed.								
	7	Academic								

*TVGA/TEA Summer Conference, August, 1989.

RESOURCES AND PROCESS CHECKLIST

(Mississippi)

Administrative Support Resources

	Yes	Somewhat	No	Not Applicable
1. Is there adequate administrative support from your immediate supervisor for a career guidance and counseling program?	( )	( )	( )	( )
Comments:				
2. Does your administration show a positive attitude toward career guidance and counseling?	( )	( )	( )	( )
Comments:				
3. Do you have a list of desired career guidance and counseling outcomes which has been agreed upon by the administration, the counseling staff, and the advisory committee?	( )	( )	( )	( )
Comments:				
4. Do you have in writing a clear definition of the responsibilities of administration, professional staff and clerical staff for career guidance and counseling?	( )	( )	( )	( )
Comments:				

Facilities

	Yes	Somewhat	No	Not Applicable
5. Is adequate space provided to house your programs?	( )	( )	( )	( )
Comments:				
6. Are your resource materials and computer terminals accessible to all students?	( )	( )	( )	( )
Comments:				
7. Do your counselors have offices that:				
a. provide auditory and visual privacy for students?	( )	( )	( )	( )
b. ensure security of files?	( )	( )	( )	( )
c. have a private telephone?	( )	( )	( )	( )
Comments:				
8. Do you have a career guidance and counseling area?	( )	( )	( )	( )
Comments:				
9. Is your career guidance and counseling area:				
a. convenient to students?	( )	( )	( )	( )
b. comfortable and appealing?	( )	( )	( )	( )
Comments:				

Personnel Requirements and Counselor Competencies

	Yes	Somewhat	No	Not Applicable
10. Do you have enough certified counselors on staff?	()	()	()	()
Comments:				
11. Has the counselor(s) had coursework or in-service training in the following areas:				
a. assessment?	()	()	()	()
b. decision-making	()	()	()	()
c. career counseling:	()	()	()	()
Comments				
12. Is the counselor(s) qualified to lead and consult with teachers, administrators, parents, etc?	()	()	()	()
Comments				
13. Does your counseling staff have enough clerical support:	()	()	()	()
Comments:				
14. Does your institution provide other specialists who participate in the career guidance and counseling program such as:				
a. social workers?	()	()	()	()
b. speech and hearing therapists?	()	()	()	()
c. school psychologists?	()	()	()	()
d. occupational and physical therapists?	()	()	()	()
e. reading and other learning specialists?	()	()	()	()
f. nurses?	()	()	()	()
Comments:				

Training and Materials

	Yes	Somewhat	No	Not Applicable
15. Do you have a written plan to provide staff development in career guidance and counseling areas where counselors and/or teachers need more expertise?	( )	( )	( )	( )
Comments:				
16. Is professional career guidance and counseling literature provided to counselors and/or teachers?	( )	( )	( )	( )
Comments:				
17. Has an inventory of available career guidance and counseling resource materials and equipment and a list of needed materials and equipment been made?	( )	( )	( )	( )
Comments:				
18. Is there an adequate budget for career guidance and counseling resource and training needs?	( )	( )	( )	( )
Comments:				
19. Does your career guidance and counseling program include the following components:				
a. instruction?	( )	( )	( )	( )
b. counseling?	( )	( )	( )	( )
c. assessment?	( )	( )	( )	( )
d. career information?	( )	( )	( )	( )
e. placement?	( )	( )	( )	( )
f. consultation?	( )	( )	( )	( )
g. referral?	( )	( )	( )	( )
Comments:				

Process

	Yes	Somewhat	No	Not Applicable
20. Has your institution taken the following steps to implement the National Guidelines:				
a. formed an advisory committee?	( )	( )	( )	( )
b. conducted a needs assessment?	( )	( )	( )	( )
c. made a list of goals for improving the program?	( )	( )	( )	( )
d. set priorities for goals?	( )	( )	( )	( )
e. made a written plan to evaluate the process toward and achievement of goals?	( )	( )	( )	( )
f. begun to take steps to improve the program?	( )	( )	( )	( )
g. conducted staff development?	( )	( )	( )	( )
h. made a list of needs for further staff development?	( )	( )	( )	( )
i. made a written plan to use evaluation results for further improvement?	( )	( )	( )	( )

Comments:

VOCATIONAL GUIDANCE PRESENTATIONS

Study Tips
This presentation includes information on learning styles, time managment and scheduling, top ten tips, the learning process, notetaking skills, SQ3R, and how to Read a Textbook.

Career Unit and Employability Skills
Some pertinent topics include interviewing, resume writing, budgeting, completing application forms, researching careers, and analyzing self.

Personality Types
A quick test to match the students with four broad personality types. The types are modern versions of Hippocrates' Theory of Four Temperaments. The self-analysis test increases self-awareness and helps students relate personality to career choice.

What Is Hot and What Is Not
An up-to-date, informative look at career trends including area information.

Coping with Stress
This series assists students in identifying stress levels and causes of stress in the area of work/school and family life. Students learn coping skills.

Family Constellation
Demonstration and discussion of the significance of birth order in a student's life.

Suicide Prevention
Information on signs to look for and what to do to help a depressed person.

A Healthy Self-Image
This presentation demonstrates the importance of a good self-concept in job hunting, how to improve self-image, and how to market yourself in the job world.

Follow-up Forms
An introduction to the vocational student follow-up procedures and explanation of the forms and purpose.

Please request presentations one week in advance. If you have suggestions for topics, please let us know. THANKS! - Cecil Denison and Sheri Lang

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NORTHWEST I.S.D. COUNSELORS' CLASSROOM PRESENTATIONS

TOPICS

Study Tips
This presentation includes information on learning styles, time management and scheduling, top ten tips, the learning process, notetaking skills, SQ4R (Survey, Question, Read, Recite, "Rite", Review), and How to Read a Textbook.

Physical Fitness = Mental Fitness
A summary of Dr. Kenneth Cooper's Theories on aerobic fitness combined with aerobic exercise including dancercise to music.

Personality Types
A quick test to match the students with four broad personality types. The types are modern versions of Hippocrates' Theory of Four Temperaments. The self-analysis test increases self-awareness and self-improvement as well as developing an appreciation for the contributions from the ancient Greeks.

Coping with Human Relationship
A series of presentations including the topics of prejudice, self-concept, non-verbal communication, shyness, conversational skills, and newcomers.

Coping with Facts & Fantasies
Relates peer pressure to drug use as well as the effects of drugs. This unit also analyzes the use of food as a crutch and deals with self-image.

Grades, What's So Important About Them, Anyway?
Students have received report cards since kindergarten with various reactions from teachers, parents, and siblings, but what about the importance of grades in the "real world"?

Coping with Stress
This series assists students in dealing with cliques, peer pressure, conflicts with parents, and emotional pain from a loss such as death, divorce, separation, etc.

Personal Identity
Grades 9-12 are a prime time for students to learn about themselves, adjust a self-image, make decisions for the future, etc. This presentation helps them understand more about themselves and others. Also included in this presentation is an excellent film from the NTSU Media Library concerning Eric Erikson's eight stages of human development. The film should be limited to grades 11 & 12.

College Planning
A presentation for seniors that assists them with postsecondary decisions by providing up-to-date information and step-by-step guidelines.

Financial Aid for Postsecondary Schools
The latest information and forms for all available aid provided for seniors. This presentation includes types of forms, which schools use which forms, deadlines for forms, types of aid available, and where to find more information.

SAT/ACT Preparation
Methods of preparing for college entrance exams--videotapes, booklets, workbooks, software, etc. Entrance score requirements of major Texas universities will be discussed.

Job Interviewing
Discussion of the commonly asked interviewing questions. A videotaped interview will be critiqued.

Listening Skills
Various activities to strengthen students' listening skills.

Leisure Activities
Demonstration of various crafts and hobbies appropriate for lifetime leisure and hobbies conducive to good mental health.

Use of the GIS--College
Explanation and demonstration of the Guidance Information System software program in helping a student select a college or university to attend.

Use of the GIS--Career
Explanation and demonstration of the Guidance Information System software program in helping a student select a career.

Family Constellation and Family Relationships
Demonstration and discussion of the significance of birth order on a student's personality.

Suicide prevention
Information on signs to look for, what to do.

Monthly Budget
Students actually construct a monthly budget based on their planned incomes after high school.

If you have suggestions for topics, please let us know. The Counseling Department

MASTER PLAN

GUIDANCE ACTIVITIES FOR THE 1990-91 SCHOOL YEAR ON A MONTH BY MONTH BASIS

JULY

1. July 30-31 and August 1, T.E.A. vocational guidance conference in Austin.

AUGUST

1. All counselors report for duty, dates vary.
2. Enroll new students.
3. Do credit check for all students and make appropriate schedule adjustments.
4. Review all senior 4 year plans and adjust schedules as is appropriate. Completion deadline September 4.
5. Help in orientation for new students 1st week of school.
6. Attend inservice when possible.
7. Set up 10th grade files.
8. Vocational counselors prepare career center.
9. August 16, G.I.S. inservice for counselors and librarians.
10. August 20, attend district inservice.
11. August 21, student orientation afternoon.
12. August 21, help with student schedule pick up all day.
13. August 21, attend district mandated inservice.
14. August 22, UNT enrollment of dual credit students.
15. August 20-24, vocational counselor presents inservice programs to school personnel as is appropriate.
16. August 27 school begins, continue enrolling new students and update schedules as is appropriate.
17. August 27-31, vocational counselor trains and tests all office aides on use of career center materials.
18. August 30, vocational counselor tests all special education transfer students with vocational profile.
19. Vocational counselor attends all ARD meetings for special educational students enrolled in a vocatinal course.
20. Respond to request for personal adjustment counseling as requested from parents, teachers and students.

September

1. Identify seniors and juniors who have not completed EXIT T.E.A.M.S.
2. Continue reviewing senior 4 year plans. Deadline September 4.
3. Enroll seniors needing extra credits through correspondence courses or a 7th class.
4. Begin 10th grade review of four year plans and get acquainted interviews.
5. Check list of seniors against correspondence course list to see if all are enrolled that are supposed to be enrolled.
6. Review progress reports for 10-11th grade students and adjust study habits or patterns as appropriate.
7. Plan and implement College Night for September 20.
8. Identify and assign to tutoring 11-12th grade students taking EXIT T.E.A.M.S.
9. Revise college information sheet for posting in counselors offices.
10. Attend core team meetings and take appropriate action thereafter.
11. September 1, 2, and 3, G.I.S., training for counselors, librarians and library aides conducted by Sheri Lang.
12. September 4 - 7, senior orientation visits by counselor to all English classes. ACT-SAT, COLLEGE NIGHT AND OTHER ITEMS.
13. September 4 - 7, junior and sophomore class visits by counselor to all honors English classes. PSAT, COLLEGE NIGHT, ACT-SAT AND OTHER ITEMS.
14. September 4 - 7, sophomore and junior class visits for information on guidance services.
15. September 10-21, co-op and vocational counselors visit with students in vocational and co-op classes.
16. September 19, vocational counselor begins attending ARDS for special education students to present interpretation of Apticom Test.
17. September 20, attend College Night.
18. Respond to personal adjustment counseling as requested.
19. Attend core team meetings and respond as is appropriate.
20. Conduct new student adjustment and orientation groups each week.

October

1. Complete R.O.T.C. scholarship applications.
2. Identify final list of 11-12 grade students taking EXIT T.E.A.M.S.
3. Remind, by announcements, top 10% of 10-11 grade classes about taking P.S.A.T.
4. Diseminate R.O.T.C. information to 10-11th grade students.
5. Begin working with seniors about college applications and applying for financial aid.
6. Attend a college admissions testing update session.
7. Attend a financial aid update workshop.
8. Continue get acquainted inteviews and review of four year plans with 10th grade students.
9. Interview students with multiple failures as soon as the failure list for the 1st 6 weeks is published. APPROXIMATELY OCTOBER 11.
10. Attend core team meetings and take appropriate action thereafter.
11. Develop and publish commonly attended colleges admission criteria and deadlines.
12. October 15, complete school endorsement for National Merit Semifianlist.
13. Coordinate senior career day with Adopt-A-School committee.
14. October 16 - 18, help with the administration of EXIT T.E.A.M. & EXIT T.A.A.S. AND THE STANFORD ACHIEVEMENT TEST. Grades 10-11 and selected 12.
15. October 17, consult with Adopt-A-School Committee conducting senior career day.
16. October 20, assist with administration of P.S.A.T.
17. Respond to personal adjustment counseling request as needed.
18. Attend core team meeting and respond as appropriate.
19. Vocational counselor gives presentations to vocational classes on Thursday and Friday for entire month.
20. Vocational counselor attends ARDS for transferred special education students on Wednesdays all month.
21. Conduct new student orientation and adjustment sessions weekly.

NOVEMBER

1. Complete interviews on 10th grade four year plans. DEADLINE NOV. 30
2. Review failure list for both six weeks to see what seniors appear to be in difficulty and discuss the problem with them. Plan change of study pattern, enrolling in correspondence or other action as is appropriate.
3. Orientation for new students.
4. Review multiple failure students in 10-11th grades to see what action needs to be taken before 2nd semester begins.
5. Begin confering with college bound students about financial aid and scholarship application process.
6. Attend core team meetings and take appropriate action thereafter.
7. Respond to and continue personal adjustment counseling as needed.
8. Meet deadlines with recommendations for students applying to selective colleges.
9. November 1-2, vocational counselor presenting in Mrs. Storrie's classes at CJH school.
10. November 8-9, vocational counselor presenting in Mrs. Fry's classes at SJH school.
11. November 5-16, co-op counsleor begins follow-up study mailings.
12. November 27, vocational counsleor introduces ESL students to the Apticom.
13. November 29, vocational counselor interprets Apticom at CJH school.
14. Conduct new student orientation and adjustment sessions weekly.

December

1. Continue conferring with college bound students about financial aid and scholarship application process.
2. Make available Financial Aid application forms available to Seniors who are applying for scholarships and financial aid.
3. Continue reviewing senior failure list from 1st two six weeks lists and inform them of the need for correspondence or extra classes as is appropriate.
4. Review EXIT T.E.A.M.S. results with all seniors who failed the test. Plan strategy for being ready for the test in April.
5. Attend core team meetings and take appropriate action thereafter.
7. Return P.S.A.T. results and discuss with students.
8. Complete recommendations and high school report forms for all seniors applying to highly selective colleges or school programs with 1/1 or 1/15 deadlines.
9. Attend core team meetings and respond as is appropriate.
10. Respond to and continue meeting personal counseling needs as is appropriate.
11. December 6-7, vocational counselor presents Apticom to Mrs. Lott's at SJH School.
12. December 13, vocational counselor gives presentation to JROTC classes about ASVB.
13. Return T.A.A.S. results to all juniors.
14. December 18 - January 1, ENJOY WINTER VACATION.

January

1. January 2, ASVB sign up begins.
1. January 2 - 3, enroll new students when school resumes after winter vacation.
2. January 8, ASVB administered to selected students.
3. Enrollment of dual credit students from UNT.
4. Janurary 16 - 24, adjust classes for students who failed 1st semester of a year long class.
5. Janurary 18, receive SENIOR SEMESTER FAILURE list and make adjustments where appropriate. Notify seniors who will not graduate in May and schedule correspondence or other strategies where appropriate.
6. Start final check list on seniors (completion date is February 14).
7. Announce to seniors that financial aid application forms are in counseling office and need to be in the mail by January 31.
8. Attend core team meetings and take appropriate action thereafter.
9. Janurary 25, last date possible for seniors to sign up for correspondence course with the possibility that they may be included on the May graduation list.
10. Conduct new student orientation and adjustment session weekly.
11. Respond to request for personal and adjustment problems as requested by parents, staff and students.
12. Submit mid-year reports to selective colleges.
13. Co-op counsleor continues follow-up and processing of survey all month.
14. Process and counsel previous drop-outs who have decided to reenter school.
15. January 23 and 30, vocational counselor attends ARDS for special education student who have transferred into district at semester.
16. January 31, vocational counselor begins D.A.T. interpretation presentations at SJH school.

February

1. Complete senior pre-graduation check lists by February 14.
2. Begin pre-registeration planning and announcements to faculty for 10-11th grade students.
3. Orintation for new students.
4. February 4 - 8, counselor giving pre-registeration presentations in English classes.
5. February 4-11, co-op counselor makes state mandated follow-up phone calls.
6. February 11 - April 30 - course selection conferences with 10th and 11th grade students.
7. February 14, ASVB interpretations in JROTC clases.
8. Help with pre-registeration at the two junior high schools.
9. Check on senior correspondence course communication from Texas Tech and University of Texas to see that seniors are making progress in courses necessary to graduate. Confer as appropriate.
10. Review failures list of EXIT T.E.A.M.S. AND T.A.A.S. AND STUDENTS WHO HAVE ENROLLED SINCE LAST T.E.A.M.S. administration and make sure all who plan to graduate this year or next are on list to take it on April 2 - 4.
11. Review 4 year plans and adjust for 10-11th grade students.
12. Attend core team meetings and take appropriate action thereafter.
13. February 14, deadline for getting senior graduation elegibility list to Registrar.
14. Respond to request for and continue personal adjustment counseling as appropriate.
15. Conduct new student orientation and adjustment sessions weekly.
16. February 21-22, vocational counselor give presentations at four area schools.
17. February 28 - March 1, vocational counselor makes follow up visits to the four area schools.

March

1. Continue course selection conferences with 10-11th grade students.
2. Orintation for new students.
3. Help identify 11-12th grade students who will take EXIT T.E.A.M.S. and T.A.A.S. in April and need in tutoring program now.
4. March 4-8, review 4th 6 weeks failure list and confer with multiple 10th-11th grade failures and all senior failures.
5. Attend core team meetings and take appropriate action thereafter.
6. March 5, deadline for seniors to take credit by examination and remain on graduation elegibility list.
7. March 11 - 15, enjoy spring vacation.
7. March 21, UNT mini conference all day.
8. March 31 - April 2, Attend T.E.A. spring conference for counselors.
9. Continue to respond to request for personal needs and adjustment counseling.
10. March 21-28, Career Week presentations at CJH school.
11. Conduct new student orientation and adjustment meetings weekly.

April

1. April 2, return from T.E.A. spring conference for counselors.
2. Continue course selection conferences with 10-11th grade students.
3. April 4-5, 11-12, 18-19, 25-26, ESL vocational placement meetings.
4. April 2 - 4, help administer make up EXIT T.E.A.M.S. and T.A.A.S.
5. Review senior graduation list for students who have not completed correspondence courses and confer with them as to their intended completion date, last date to take test here is May 1 therefore test must be requested by April 10.
6. April 10, 17, 24, vocational counselor attends transitional ARDS for special education students.
7. Orientation of new students.
8. April 22 - 26, review senior failure list and confer about adjustments they need to make.
9. April 22 - May 3, co-op counselor working in classes on employability skills.
10. Have pre-regiseration completed by April 30.
11. Sign up 10-11th grade students for summer school.
12. Review and adjust 4 year plans for 10-11th grade students.
13. Attend core team meetings and take appropriate action thereafter.
14. Prepare list of honor graudates, advanced honors, valedictorian & salutatorian and top 10%.
15. Continue to respond to expressed needs for personal and adjustment counseling.
16. Conduct new student adjustment and orientation sessions weekly.

May

1. May 3 and 10, vocational placement ARDS for special education students.
2. May 6 - 17, co-op counselor does state mandated follow-up.
3. May 7, administer senior surveys.
4. Review senior graduation list for possible failures and give last word of encouragement or remove from list as is appropriate.
5. Orientation of new students.
6. Notify parents of 12th graders who failed EXIT T.E.A.M.S. remove names from graduation list.
7. May 30, accept senior failure list from teachers and notify seniors and parents of removal from graduation list.
8. Help seniors sign up for summer school or fall semester as is appropriate.
9. Sign up 10-11th grade students for summer school.
10. Review and adjust 4 year graduation plans for 10-11th grade students.
11. Attend core team meetings and take appropriate action thereafter.
12 .Distribute EXIT T.E.A.M.S. results to 11th grade students who took it.
13. May 1, last date for seniors to take correspondence test at Denton High School and have their name remain on the graduation elegibility list.
14. May 7 - 18, Advanced Placement Test for registered seniors.
15. May 31, attend graduation practice.
16. Conduct new student adjustment and orientation meetings weekly.
17. Continue to respond to expressed needs for personal and adjustment counseling.
18. Notify students who requested courses that will not be offered and adjust choice cards accordingly.
19. Prepare and mail college night invitations for College Night in September 91-92.

June

1. Review year and develop plans for 91-92.
2. Clean out 12th grade files and prepare them for storage.
3. Continue to respond to expressed needs for personal and adjustment counseling.
4. June 1, continue notifying students of removal from graduation elegibility list as necessary.
5. June 1, receive 10-11 grade failure list and begin notifying students about need to attend summer school.
6. Review preregisteration list of all students who failed a class and contact students to make adjustments on schedule for 91-92 school year.
7. June 14, counselor last day.